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A Periodical of School Administration

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AUGUST, 1941

In This Issue:

Old Brains and New Ideas in a Democracy

— Clyde B. Moore





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MODERN SCHOOL-BOARD GENERALSHIP

There is probably no greater army of children attending school in the world than is found in the United States. Nor is there any country that houses its school children more comfortably and safely than is done here. Again, it may be claimed that in no other country are school children provided with better teaching, better books, or better classroom paraphernalia.

Speaking about this remarkable army of school children we may also well ask where is the generalship lodged that leads, directs, and guides the same? The answer is readily found in an intelligent citizenship. Out of that citizenship are recruited the men and women who constitute the boards of education which in turn delegate the labors to be carried on in the schools.

The maintenance of a democracy and the American way of life rely upon the proper training of the youth more than does any other effort of government for the training of citizenship. The peace, prosperity, and perpetuity of the Republic rests upon the generalship exerted in directing the cause of popular education.

There is, therefore, no one in any community entrusted with a task more sacred and more vital than that entrusted in the hands of the school authorities. There must come to every member of a school board the high sense of duty and responsibility in rearing the youth of today for the manhood and the citizenship of tomorrow.

The doors of thousands of schoolhouses will open in September to receive this vast army of children. Let them be comfortably and safely housed and instructed in the fundamentals of democracy and the duties of life for here and hereafter.

That is the imperative and all-important trust implied in modern school-board generalship.

William George Bruce, Editor

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The contents of this issue are listed in the "Education Index."

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BRIDGING THE GAP

The Place of Exact Knowledge and Facts in Education T. H. Schutte¹

The theory of "knowledge for knowledge's sake" and "art for art's sake" is giving way to a functional concept in education with the increasing demand for individual welfare and efficiency in the increasing complexity of the social order. Research in educational psychology gives evidence of the fact that mere knowledge as such is not necessarily power. Indeed, many people are in possession of much knowledge which does not function in a worthwhile way in their lives. But knowledge is not useless; indeed, it is a necessity for adequate living. The tendency on the part of many teachers to seek standing and prominence by decrying the need of exact knowledge is almost unimaginable. Yet, we hear such statements as "I don't put emphasis on facts in my courses; I want the pupils to think." What it is that people with empty heads think with is a mystery to the writer. An outstanding fact is that one cannot think in a field in which he lacks information—knowledge of facts. Thinking is not some mysterious, or supernatural, power that one can turn on like a water cock, and all that is needed to train in thinking is to give training in turning the handle of the cock. Thinking is fundamentally using the facts for definite purposes. It is essentially applying facts to the solution of problems, new and old. To train in thinking then, means fundamentally to find and sense problems, and to marshal the available facts and apply them in the solution of the problem.

Know Something and Know It Exactly

In the solution of problems mere knowledge is not sufficient. Exact knowledge is needed. It is not enough to know that a mixture of water and sulphuric acid produces heat; it is also necessary to know which can safely be poured into the other. The pouring of one into the other will give the desired results; the pouring of the wrong one into the other may send one on a visit to St. Peter. Similarly in all fields of knowledge, a mere exposure to, or an ability to mouth glibly about such exposure to knowledge, tends to produce erroneous rather than valuable procedure.

Out of this mere attempt to expose pupils to knowledge without mastery; to induce a blasé glibness to talk about this exposure with disregard for exactness in facts and statements; out of the attempt to play the pupil through education, fearing constantly that he will be overworked if any demands are made on him which are not dictated by his whims, we have graduated many people who have majored in subject-matter fields but are essentially unable to use such knowledge (better exposure) in the solution of problems—they

cannot think intelligently. Thus, it is not uncommon that an English major cannot write an intelligent business letter or a letter applying for a position, is highly inaccurate in spelling, capitalization, and paragraphing; has a poor and weak vocabulary, and hence cannot express his ideas nor convey shades of meaning. Perhaps, he knows that he has been exposed to such knowledge, but "Why worry; the teacher knows it, and it is just stuff for teachers." Those who have relied largely on student help for secretarial work have suffered oceans of grief from such performance.

But the fields of knowledge other than English are as guilty in this respect as is English, even including education, psychology, and such exact sciences as mathematics. It seems a tragedy when one has majored in mathematics and then can hardly handle simple problems in percentage intelligently, and cannot tell the procedure clearly enough for the ordinary mortal to grasp it. Yet, education is largely failing in this respect. There is probably more vague mouthing in education than in any other field. Perhaps there is much truth in the statement that he who cannot do, teaches, and he who cannot teach, teaches how to teach.

Meaningful Remembering and Genuine Discussion

We find, in many cases, a real fear of giving fact and informational questions in examinations. These are called memory tests. We may pause to call attention that there is a vast difference between mere memory and knowledge. The mere memorization by rote of facts of information, without meaning and possibility of useful application, is, of course, a futile process in education. Knowledge, however, differs from this. Knowledge demands the retention or memory of facts to be sure, but if one really knows he need not rely upon rote memory, but he can discuss or describe from the standpoint of knowledge, which is vastly different from merely memorizing facts.

For instance, an individual is probably able to describe his wife from the standpoint of height, weight, color of hair, complexion, color of eyes, and features in general, yet he has probably never sat down and made a list of such characteristics and committed them to memory. He can render such a description in an adequate way because he has knowledge of the individual he describes, but has not sat down to commit these characteristics to memory.

Meaningless rote memory is to be condemned as an educational process generally, but meaningful knowledge of facts is a necessity. To relieve the situation, then,

from information and fact tests, many teachers give questions of "Discuss so and so." If the learner recalls facts, he will state them, even if he knows nothing of what he discusses. Let us, however, call attention to the fact that to begin a question in a test merely by saying *discuss* does not necessarily, indeed seldom does, convert such a question into a thought question. This is just a simple way of a teacher fooling himself, and making himself believe that he is modern and is challenging thought. If a teacher truly states a thought-problem or challenge to the learner, he may even supply the facts which the learner must utilize in the solution of the problem. However, in most cases, it is probably better to demand of the learner that he marshal the facts which he has learned, because an individual in the solution of problems, does not always have time nor the means at hand to look up all facts needed in the solution of problems. This, of course, does not mean that the learner never needs to go to sources of authority such as encyclopedias, dictionaries, textbooks, and treatises on various subjects, to add to his store of facts for the solution of problems. However, it seems that it is a most unfortunate matter if a person is in possession of such a paucity of facts that he must look up practically every item of knowledge he uses in order to make certain that he has the right concept of a particular item of knowledge. The mind which can really think is endowed with a great store of facts, and in addition knows where to find other needed facts.

✓ Cramming Don't Help Real Understanding

The learner besides merely cramming his mind full of the knowledge of exact facts, should be trained in the evaluation of items of knowledge. Indeed, but few students even on a college level can carry on an intelligent and evaluating discussion. The reason, however, for this inability to carry on an intelligent and evaluating discussion is usually found in that the individual is in possession of few facts with which he can evaluate other items of knowledge. Both the elementary school and the high school, to say nothing of institutions of higher learning, need to put much more emphasis on the ability to interpret than is generally the case. The mere stating of facts is not an evaluation, any more than is the mere registering of agreement or disagreement in regard to the principles, propositions, or theses.

High school and upper-grade pupils can be trained in a process of evaluation. But, let us remember that evaluation is something other than mere mouthing about, voicing opinions pro and con, or even attempts at appearing learned by a thorough bluffing procedure.

Intelligent thinking and reading demands definite knowledge of facts and a possession of a definite and large-range vocabulary. Similarly, intelligent writing, spell-

(Concluded on page 67)

¹Director of Professional Training, State Teachers College, Silver City, N. Mex.

School Policies As an Aid to Public Relations

Herbert B. Mulford¹

Well-conceived school policies, wisely used, may be a great force for good in all the public relations of almost any school system. The statement is purposely qualified because there may be times when a school system is actually operating on bad policies, or policies not duly and carefully considered. Or, circumstances in a given case may make it the part of wisdom to alter the use of even well-conceived plans and policies. Moreover, there are many schools which have not thought enough of policy making to be able to state what they believe in precisely enough to impress the public; such probably have never reduced policies to writing. Even those systems whose policies are not being upset by the incoming of new and uninformed majorities of the school board may have no well co-ordinated ideas of how to make use of policies as an agency for accomplishing needed ends through a well-informed relationship with the public which owns and supports the schools. The great number of varied circumstances make generalizing difficult. But there are two broad groups of negative and positive factors which should be understood as a background for a consideration of a few chosen examples of specific problems. Let us state the negative first.

1. The school board is constantly being described as a policy-forming body. Notwithstanding the emphasis placed on this definition, there seem to be very few boards, or superintendents for that matter, who spend much time in developing precise policies in fields where policies must operate. That this situation exists is proven by the very fact that numerous outstanding educators in the field of school administration are advocating school-board handbooks and special board meetings at which policies may be studied, adopted, and codified. Doubtless in many instances, members of the board and the faculty, as well as the administrator, could be able to identify matters as conforming or not conforming to tradition or unspoken policy. But there is a marked contrast between policies formally adopted as such, even though they are subject to change, and a mere makeshift, rule-of-thumb conduct of a school system. The latter often may not be understood, even by members of the faculty; but it accounts for much of the delay in educating new board members to the existence and meaning of such policies as do exist.

Public Owns Schools: Boards Do Not

2. School boards and administrators are so close to their own work that they often forget that the public owns the schools, and that they are accountable to the pub-

lic for the children, money, and property placed in their care. Those who unconsciously assume a superior attitude, almost as personal and private as that of officials of a closed corporation, may be forgetting whence come the money and political support of a school system. Thus, they may lapse into a habit of mind not conducive to expanding that imagination needed in public relations.

3. Professional educators stress the social responsibility of the whole people toward the problems of education, but in discussing school affairs, they think primarily of the support of parents. This is wholly natural because of the contact with childhood; moreover, a satisfied customer is one's best advertisement, and parents in that sense are customers. But, in the constant effort to keep parents satisfied on minutiae, the nonparent, the ex-parent, the service clubs, the press, and many other interested groups may be greatly slighted, if not entirely overlooked. One finds even in the state policy the recommendation to court the good graces of the parent-teacher association, but possibly not a word of which puts the same stress on the functions of the school board, or of such other groups as are mentioned here.

Leadership in Policy Making and Publicity

4. Hand-to-mouth procedure in public relations exists in many a school system. There are at least three immediate factors within the school in its relations with the public. They are the faculty members in their contacts and conducts, the administrator in his numerous contacts and spoken and published comments on school affairs, and the school-board members and their similar contacts and statements. Not infrequently all three groups have their own well-meaning, but possibly badly planned, individual ways in respect to public relations. There is a considerable amount of general lack of understanding as to who leads and follows. All may participate; but if efforts are not co-ordinated under one precise leadership, plans will go awry, frequently to the detriment of other matters.

5. Often there is failure to recognize all of the elements and vehicles for sound, far-reaching relationship with the public. The elements may involve the physical equipment, as well as the learning procedures. In the long run they always must involve finance and financial policy, which means the effect of taxation on the public's most tender spot—the pocketbook. They may involve matters of personalities in the system, or the changing of loyalties to the "progressive" as distinguished from the "conservative" school of educational philosophy.

The vehicles should include children and their activities and reactions, spoken or unspoken, about their own school; the parents and their approval or disapproval; school assemblies, meetings of local service clubs, including but not too exclusively the parent-teacher association; the radio if available; the school newspaper or other publications, and of vast importance, the local press. If such a multitude of opportunities are available, then misunderstanding of public psychology, and possibly the unconscious lack of co-ordination and leadership, needs to accomplish the specific aims of the schools doubtless account for many a lag behind what otherwise might be achieved in almost any locality.

6. There is also the rather general lack of ability of many in the profession to know what interests laymen, even parents; what makes news; or why the local newspaper often merely greets with acquiescence rather than overflowing enthusiasm, school "handouts." So often do superintendents, teachers, and boards fail to grasp significance, even in their own policies, that they are inclined to quarrel with the representatives of the public who, themselves failing to understand traditions or unexploited policies of interest, may inaccurately interpret some of those things which the school is supposed to stand for in this changing world. It is in this area that much of the confusion arises over dreaded "enemies of education," who may be merely zealous and civic-minded citizens who fear subversive literature in the schools and who misunderstand the schools as much as the school people misunderstand and misinterpret public sentiment.

7. Finally, in this negative category, there is that peculiar professional nomenclature which many a teacher's college dean calls "pedagogy," and which is indulged in by too many of the profession to the utter confusion of the laity upon whom they use it. One would almost think public relations were intended to obscure rather than to clarify in the public mind cause and effect in the tremendously important field of education. Understanding has been put at a premium.

How to Make Progress

On the positive and constructive side, understanding is slow but there is some progress. Objectives are being clarified within the schools. Ways and means of showing teachers the significance of public relations have gone to the point where some teachers' colleges are even employing former newspapermen to do both intramural and field work in this important branch of school administration. Oddly enough, it is treasonably apparent that some of these professors learned more in the city room of their newspaper or at the

¹Chairman of the Educational Advisory Committee, Illinois Association of School Boards.

end of a press-association telegraph wire, which brought no degrees, than they subsequently imbibed in the graduate school which gave them their hallmark of academic approval. At least, so some of them attest. These men are expert in crowd psychology, political reaction, and the differentiation between the products resulting from feminine or adolescent contacts and the baser sort which mean successful school financing, public approval of new building projects, with their attendant tax increases, or even school legislation. Such men point to the constructive side of public relations somewhat as follows:

1. Plans and more plans, always using all factors in the school system as vehicles, and all sorts of developments as opportunities upon which to base some special project which fits into the general scheme of things.

2. Center all public relations in the superintendent. Require him to understand what such relations mean in terms of the whole, and to use them, but also to delegate specific opportunities and duties to board members, faculty members, and even to children as occasion may present itself.

3. If there is someone in the school system who has a special interest or facility in publicity, capitalize on his abilities. Sometimes there are teachers of journalism who have developed a "nose for news." Use such persons, but control the whole output of the school within carefully drawn lines.

4. Recognize the various elements and vehicles indicated in our negative category, and exploit every one at the proper time.

5. It is especially important not to overwhelm the reading public merely with the froth of social activity within the school. School publications must be informative and interesting. The same must be said in respect to abstruse speechmaking at parent assemblies. The writer recalls two very sharp comments from the audience at such a gathering. One parent protested that the scheme of education being portrayed by the speaker was what he called "aristocracy of education," whereas what he wanted to hear about was "democracy of education" for the great masses. As the audience was filing out, one eminent professional man (not in education) was heard to remark, "Well, if these are educators, I am a farmer."

Don't Play Up Teacher Needs Only

6. Almost in the negative category is the tendency for many groups of teachers to overemphasize their own needs for abundant social security, or to exploit types of state or federal legislation at the expense of matters of local interest. The causes for much of this are: (1) the feeling that someone must be busy in the field of public relations for some association, and (2) the acceptance without suspended judgment of dicta handed down from above in respect to policies which are often misunderstood by many in a given association. While one does not argue the total elimination of such material,

the given school's problems are essentially local; they must be solved by local means, almost to the exclusion of state official policies.

With this as a background, let us proceed to discuss a few matters of school policy as they may be used to affect public relations constructively.

Possibly most important and outstanding in the entire field today is the threat that confronts school financial support. In many areas the school population may be declining, with some minor promise of relief from mounting taxes. In others, particularly in newly rising communities, the population trend may be advancing, calling for new buildings, which will mean higher taxes. Permitting high-pressure groups in one section of a community to "gang" the elections, and put over a new building project to the great dissatisfaction of a large majority, is a poor policy. When this policy is abetted by the school board and administrators, the effect may be even worse. Inadequate decision as to policy, leaving the problem up to the people, without real leadership and positive recommendation, leaves much to be desired. If new buildings are really necessary, the authorities should take time by the forelock, and exploit those needs over a considerable period of time. The need of childhood is a potent argument.

If, in these times of vastly increased taxation, it is possible to state with good supporting data, that population trends are upward, and that needs for new buildings are developing yet can be successfully staved off for a number of years, the board and the administrators are not unlikely to make a hit with the voters. Any such postponement means the holding down of taxes. Although the taxpayer does not adequately measure cause and effect of assessments and tax rates until he receives his bill, reiteration of the point of school policy may be potent for developing such faith in the school authorities that when they eventually say they need such and such, the public will respond.

Education Too Must Be Sold

In the field of education proper, relations may be much more difficult of elucidation. Mention has already been made of the obscure language of education not understood by its beneficiaries. The older generation was brought up in a period when education seemed to be much more objective for definite results of success. Thrift was placed at a premium, together with self-reliance, the abhorrence of the stigma of poverty and many similar qualities. Subject matter was merely subject matter—information to be acquired. The transition to objectives of the present day is not understood even by many school-board members. The whole scheme of extracurricular activities, understood by many to be merely the "fads and frills of education," and in some quarters exploited as such, has become an important and integral part of education, and is said by those supposed to know, to be the fore-

runner of greater accomplishments. These merge with guidance, both personal or academic and vocational, and with specific training for needful situations. How may all this galaxy of constellations of needs and ways and means be enunciated and exploited as policy? Here is the way one high school board and administration phrased its policy in such a situation.

In a populous group of residential suburban communities served by the one secondary school, publishers of the local press, on their own initiative and independent of school control, ran a series of descriptive articles about the school, which were part of a larger series covering all the local governments. The school authorities were consulted about several phases of school policy through a questionnaire, of which similar sets were sent to all taxing boards. The authorities provided definitive statements regarding school policies which the press published in considerable detail but which can only be suggested here. The introductory article set a background for the others by indicating that the institution was one of the great secondary schools of the country, citing specific examples of praise and recognition of its position made by both lay and professional authorities. The points of policy singled out for publication by the papers may be summarized thus:

One Community's Good Job

1. Expert surveys of population trends indicated school enrollment should rise for about 15 or 20 years.

2. There were problems of capacity and facilities which might be solved by expansion of the present plans, by the erection of a branch high school, or by remanding ninth-grade pupils to the elementary schools of the several local "dual" systems. These problems were being studied.

3. The capacity of the school at that time still was great enough to postpone remanding of students to the local junior high schools. Moreover, since the high school taxes would have to provide tuition for such pupils, it was deemed a waste of facilities and funds to pay it so long as the school had sufficient facilities to meet the needs of the entire school population.

4. The obsolescence of the original school building, now more than 40 years old, constituted a problem. It was not intended to supplant this structure for about 10 years.

5. There had been a serious load of bonded indebtedness of more than 1,250,000, which, during the worst of the depression, had involved funding and refunding operations. This debt was rapidly being amortized, had shrunk by about one half a million, and would be easily cleared off in about a dozen years. Meanwhile, since no new building was contemplated, it was the policy of the school not to ask the community for authority to issue new bonds until almost all of the old issues were paid off. This meant potential tax reductions in the course of time.

(Concluded on page 70)

Old Brains and New Ideas in a Democracy

Clyde B. Moore¹

The education of our youth will not settle all our challenging problems. It is, however, an exceedingly important matter. Almost without exception we accept it as an essential responsibility of society. Come what may, our youth must be educated. We may not agree, in some cases, just what the nature of that education should be, but no one questions its potential power and importance. But youth may also be considered as only a period in life—exceedingly rich in possibilities and new experiences though it may be. Ideally it should be the prelude to a long life of harmonious and helpful adjustment. We know from practical observation and technical investigation that the results of early experiences of an individual are potent factors in his conduct or behavior throughout his whole life. As the twig is bent the tree inclines. Wise churchmen have known it for centuries. Modern psychologists have scientifically verified it. And yet at its best, education for youth, will not achieve all that education can and should achieve in our modern world.

Through the application of scientific knowledge to the fields of hygiene and medicine the average length of life is increasing. On the other hand, the birth rate is declining. The age factor in our population has been steadily changing for several decades. Adults in relation to children and youth are steadily increasing their majority.

I have before me some of those vivid graphs which show how the changes in proportion have gone on through the years. There they are, those little figures designed and arranged to show in a dramatic way what is taking place. For 1880 two hustling little figures represent children under five and in 1940 one of the two is all but obliterated. During the same period the sprightly fellows representing youth from five to 19 have become fewer and fewer. Those beyond 45 are growing more numerous and where a generation ago only a slice of a figure represented persons 65 and over, by 1930 a full-sized, though stooped, figure appears. And, to suggest the trend, the statisticians show two stooped figures of 65 and over for 1980. There is the graphic story of what is happening to our population. There are relatively fewer children and youth and at the other end of the scale more and more of the elders.

Many forces have been at work to bring about these changes. There is a declining birth rate. Immigration has been reduced. Hygiene and sanitation, those mild sciences so bereft of glamor but so potent in effect, have brought health, happiness, and longevity. These quiet sciences, when efficient, do not attract our attention. If they do their parts well nothing spectacular



Intensive application to the work in hand is characteristic of adult classes. This group of men and women is engaged in work for credit leading toward a high school certificate. Picture reproduced through courtesy of Dr. William H. Johnson, Superintendent of Schools, Chicago.

happens. There are no epidemics, nor startling untimely deaths. There are fewer hazardous surgical treatments, hospitals are less crowded, and curative measures are less prominent than preventive procedures. These trends, so admirably fostered by the medical profession and everyone else of good will, have wrought far-reaching changes in the nature of our population.

Education Wins Battles

Actually adults are steadily increasing their majority. Childhood and youth are

not less important, but the adults are in the saddle and their numerical superiority continues to grow. There are relatively fewer births and the expectation of life at birth moves steadily higher.

Another significant trend in our population is the movement from country to city. Urbanization of our population continues. We continue to cluster in cities and towns. Isolation as it was known, even fifty years ago, has all but disappeared. In short, each American is caught in the great social web which has been spun by a hundred thirty million of his compatriots. To exist he must make many adaptations. Really to live he must constantly be re-educated.

There was truth in the statement attributed to the Duke of Wellington that the Battle of Waterloo was won on the playing fields of Eton. But in the same area of that historic battlefield how different the situation a century and a quarter later. Even the tried and trained officers of the World War believed in the Maginot Line. The idea may have been sound, even a decade ago, but both the idea and the fortifications are now in ruins. They, too, have gone the way of the Chinese Wall and the ideas behind it. They are covered with moss and vines, and slowly but surely they are being resolved to merest dust. Wellington and his men may have received the significant portion of their training during their youth, but the effective forces in Belgium and France in 1940 and 1941 were trained even to the last minute. In less than a decade the material factors of war became obsolete. The crushing of France, Belgium, Holland, and the rest is a tragedy of the first magnitude. But, un-



Night schools the country over are rendering an important service for the education of adults. (Roosevelt Junior High School, Coffeyville, Kansas.)

¹Professor of Rural Education, Graduate School, Cornell University.



Apprenticeship does not complete the education of the present-day mechanic. Industry is progressing so rapidly that young men must continue their education.—Photographs courtesy of Carnegie-Illinois Steel Corporation and Columbia Steel Company.

happily, we cannot deny that it is real and vivid. If these changes in material things and the education which makes them possible can be changed so completely in a decade, does anyone question the importance of looking to the education of adults for the better understanding of our way of life?

All this is not an attack upon the education of our youth. Education of our youth

has never been so important as now. Likewise the education of our adults has never been so important as now. We have just shown that we tend to live in an adult world. If it is to be a good and competent world then there is no escaping the conclusion that the adults must be good and competent.

Old brains may be good and competent brains. They may foster new and dynamic

ideas—whether we like it or not. All too often the old brains produce “crackpot” and even vicious ideas. Our social structures have not always provided worthy avenues of learning and adjustment. Too often we have sown to the wind and reaped the whirlwind. I can point to no more unfortunate illustration than that of Adolph Hitler. An unhappy, restless product of the World War, struggling with new ideas, he found himself in a prison cell. He did not sulk in indolence. He produced *Mein Kampf* and with it a resolve to leadership that has shaken the entire world. His ideas have gone wrong. I believe him to be a psychopath and his theories to be diabolical, but I must admit that both have been all too potent. I wish we might relegate both to complete oblivion, but that is out of the question for the moment—even for Winston Churchill and the brilliant R.A.F. The point is that old brains are learning. Some of them are learning new but awful tricks as witness Hitler and his hosts.

Old Brains Are Good Brains

The old theory that you can't teach old dogs new tricks is gone. It never was true, but its wide acceptance has created a disturbing handicap. Old dogs can and do learn new tricks. Old brains are susceptible to new ideas. Old brains may give birth to ideas in restricted and even awful circumstances. Given the freedom of a democratic way of life, high-minded and persistent purpose and we can have more and better ideas flowing from these old brains.

We now know that men can learn practically as well between 20 and 45 as during their teens. Probably the average learn-



In New York City alone 100,000 men and women attend the evening classes.—International News Photo.

ing ability between 10 and 20 is not as high as the average between 20 and 50. With the passing of the years there comes a decline, of course, but fortunately it comes slowly. Furthermore the innumerable work habits, significant bits of information and many valuable skills, all conspire to augment the learning of adults. Search as we may there are no sound arguments against adult learning. No matter which way we turn we are confronted by thunderous demand for better adult education.

Let us consider these old brains and new ideas and then tell off some of the persistent principles which have been tested and tried. Here are some of the more significant ones which have been verified scientifically and in practice.

1. An adult has the capacity to learn practically anything which he might have learned as a child.

2. A review of the earlier experiments in learning reveals that most of them were concerned with the learning of adults.

3. There is experimental evidence to support the principle that adults can improve simple sensorimotor abilities; abilities to observe and make appropriate reaction; establish habits and systems of habits; to improve ability to retain materials memorized; and to acquire other complex abilities.

4. There are countless cases of adults learning new skills, abilities, and adjustments made necessary because of injury or accident.

5. The normal individual suffers no serious handicaps in learning because of age.

6. Certain learnings acquired early in life, such as posture, speech, attitudes, and interests, condition later learning.

7. Both experimental and empirical findings concerning the learning ability of adults should encourage industrial and commercial adjustments which require new learnings on the part of those concerned.

8. The process of maturation determines to a considerable degree the nature of the learnings of the individual prior to reaching adulthood.

9. The earlier a desirable thing is learned the longer it can be used.

10. The attainment of a high degree of skill requires a prolonged period of practice, hence the advantage of an early start.

11. Adult learning permits the selection of materials directly applicable to the immediate needs of the learner.

12. Each advance in science and technology requires new learnings on the part of adults concerned.

13. The change of tempo in American life precludes the possibility of anyone learning in his youth all the necessary arts and science essential to his adult needs.

New Ideas From Old Brains

In conclusion we know that old brains can give birth to new ideas. We also know that in a representative democracy nothing is more important than that each



Husband and wife frequently work together, particularly when preparing for citizenship. Picture reproduced through courtesy of Superintendent Milton Potter, Milwaukee, Wisconsin.

citizen shall think clearly on current issues. We know that in America the adults constitute a majority. Youth are denied the franchise—the right to vote. The most of the power rests with adults and the use and direction of that power depends upon the ideas and the ideals held by these selfsame adults.

This issue is actually one of the most challenging we can mention. It is vastly more important to America how our adult citizens are thinking than it is to know just how the British and the Axis Powers will come to a final military decision. And

the latter is exceedingly important to the interests and well-being of the people of the United States. My point is that to survive as a democratic people living under a representative government a continuous stream of new and appropriate ideas must be the common experience of all our people. Already there are extensive educational organizations established and maintained to this end. The great public school systems are making adult education an integral part of their services. Practically all universities are extending their services through extramural courses, lectures, and demonstrations. Innumerable other offerings are emerging for the benefit of adults. We shall in the future do no less for the educational welfare of our precious youth. If we are to maintain the hardihood, the insight, the initiative, and the high purpose so essential to our national life we must do vastly more for the educational welfare of our adult citizens than we are doing at the present time.

CONCEPTS OF AMERICAN PATRIOTISM

American patriotism means any voluntary act contributing to the development or protection of the educational, spiritual, cultural, or economic ideals in a free democracy. So far as religion contributes substantially to our ideals in a free society, preaching the Gospel is an act of patriotism. The true teacher, the banker, the doctor, the lawyer, the nurse, the homekeeper, are all agents of patriotism when they contribute voluntarily their bit toward our democratic faith.

By the same token those who would willingly retard or detract in any way such development or protection are traitors to the cause. We have long passed the stage where passive acquiescence to the full development and protection of our ideals is sufficient: We need a more aggressive attitude, a more complete realization that we, the common people, are the masters of our fate.

—Dean Fred C. Smith, University of Tennessee.



Thousands of young men are learning the value of the Evening Shop School.

The Safeguards of Freedom in a Democracy

Hon. Robert A. Taft¹

My subject — Government As a Safeguard for Freedom — is a paradox. What is freedom except freedom from government? Of course we think first of freedom from alien rule, from a government by foreign oppressors. But even more often we mean freedom from our own government itself; freedom from dictation and control and regulation by other individuals of our own race. The setting up of government is necessary to avoid anarchy and establish order, and insure freedom from the tyranny of the gangster. So we establish a civilized state in which the only people who can abridge our freedom and do a bit of tyrannizing are the representatives of government itself.

The most obvious freedoms to be safeguarded are set forth in the Bill of Rights: the free exercise of religion; freedom of speech and of the press; freedom to assemble and petition the government for a redress of grievances. Who could these provisions be aimed at except the government itself? The Bill of Rights goes on to set forth freedom from seizure and search and the quartering of soldiers; the right to a fair trial and a trial by jury; freedom from excessive bail and cruel and unusual punishments. These are intended as a protection against the government. We seek through forms of government freedom from government itself.

Our ancestors selected a democratic form of government as the best means of securing these freedoms. But it was a particular kind of democratic government. Not every kind of democracy assures freedom. We have heard much in recent months about the battle for democracy against the aggressor nations, that the term threatens to become a fetish without real meaning. It has almost come to mean any nation on our side. From including China, where no man was ever elected to office, and Greece and Brazil, ruled unquestionably by dictators, it has almost been brought to include Russia, under the most ruthless dictator of them all. If we let a name, a political slogan, direct our whole American policy, without constantly considering the purpose of that slogan, we are not going long to remain a democracy ourselves.

American Democracy Insists on Safeguards to Freedom

Last year in the Senate of the United States, Senator Pepper of Florida advanced an extraordinary theory. He advocated that Congress delegate all of its powers to the

President during the emergency, and he argued that we would still remain a democracy because Congress could at any time repeal the statutes granting such powers and resume its legislative functions. I suppose technically he may be right. Democracy may mean only a government of the people. Perhaps we would technically have a democracy if every four years the people elected a president, and conferred upon him completely arbitrary power of every kind for that period, without a legislature and without courts. In theory he would be their representative, and they would still be the rulers. But this does not justify Senator Pepper's plan. It only proves that democracy is not an end in itself. His arbitrary democracy differs fundamentally from American democracy as we know it and as we wish it.

It differs, first, because it leaves the individual without freedom. The Congress or the people may be in a position to recover that freedom, but during the period of delegation of power the freedom does not exist. Americans are not satisfied to be told that they can be free, or will be free next year; they are determined to be free now.

In the second place, that kind of a democracy is self-destructive. History has shown over and over again that if the people's powers are delegated even for a short time to one man, or to a group of men, the possibility of those powers being restored is remote. The Greek cities became tyrannies, the Roman republic became an empire, the medieval republics became kingdoms, because, for one reason or another, in one emergency or in many, the people gradually concentrated the powers of government in a single individual.

The founders of our republic were students of history. They knew what had happened in the past. They abhorred tyrants and monarchs. They had gone to war to secure their freedom from the control of another people on the other side of the Atlantic. They thought that a democratic republic was the best way to insure that freedom, but they knew that within the structure of that republic they must provide safeguards if their ultimate goal of freedom was to be attained. What were those safeguards? And why were they established?

Safeguard 1 — The Bill of Rights

In the first place, they knew that freedom must be safeguarded from government. The Declaration of Independence set forth the proposition that men "are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness, that to secure these rights governments are instituted among men, deriving their just

powers from the consent of the governed." It was an extraordinary theory that there are certain freedoms above government; certain freedoms beyond the power of the people themselves who established the Constitution and the government; certain freedoms which could not be taken away from any individual or minority by any majority no matter how large. The Bill of Rights is the greatest safeguard of freedom in existence. While it remains effective, our personal freedoms are secure.

Safeguard 2 — The Division of Powers

But our ancestors knew that the mere declaration of these rights was not enough. They knew that paper principles could not resist the autocratic powers of a king or an emperor. They feared that they could not resist the autocratic powers of the people. And so they deliberately limited the powers of the central government, and divided even those limited powers between the executive and the legislature and the courts. They made the Constitution the supreme law of the land, and gave the courts the power to interpret that Constitution, including the Bill of Rights. They knew that the power of the courts would prevent the freedom of the people from being construed away. I have been in Washington long enough to know that when the executive or the Congress strongly desires a certain construction of a law, to obtain eagerly sought power, clear words may be made to take on a meaning of which no one thought a few months before. Then the division of power between the legislature and the executive, with legislative control of the purse, was counted on to prevent any too great concentration of power to override the express provisions of the Constitution.

For the founders of the government were concerned not only with setting up a government in which freedom should constantly exist, but also one in which it should permanently exist. When Benjamin Franklin came from the last session of the Constitutional Convention, he was asked, "Dr. Franklin, have you given us a monarchy or a republic?" And he replied, "A republic, if you can keep it so." The powers were deliberately divided in order to prevent the breakdown of democratic government, which every former democracy in the world had suffered. The second safeguard of freedom, therefore, is the division of powers.

Safeguard 3 — Local Self-Government

But the third safeguard, which to my mind is of at least equal importance, is the

(Continued on page 52)

¹The present paper was read by Mr. Taft, who is United States Senator from Ohio, before the National Council of Education of the National Education Association, at Boston, Sunday, June 29, 1941. The paper is reproduced through the courtesy of the Press Bureau of the National Education Association.

Supervision in the Chicago High Schools

John W. Bell¹

Chicago has used a number of different plans for superintending its high schools. The principal of Central High School, established in 1856, was independent of the superintendent of schools. He dealt with a special committee of the board of education and reported annually to this body on the accomplishments and needs of his institution. Not until 1890 was an assistant superintendent in charge of high schools appointed. His office was abolished in 1901, and the several district superintendents in charge of elementary schools assumed the additional duties of superintending the high schools in their respective districts. This plan of organization was in vogue until 1924, when the office of assistant superintendent in charge of high schools was restored. The occupant of this office now has under his direction four district superintendents, each having charge of approximately 10 high schools.

The District Superintendency

The office of the district superintendent is located in a high school building as near the center of his geographic district as possible, for the convenience of those who have business to transact with this official: the teaching personnel, the administrative and supervising personnel, parents, the pupil personnel, and the general public of the community.

The four district superintendents in charge of high schools meet only occasionally with the superintendent, chiefly when any new policy or project involving the high schools is contemplated. But they meet frequently with the assistant superintendent in charge of high schools. In the meetings with this latter official, new policies are discussed in detail and plans developed for interpreting them to the high school principals. Furthermore, agreements are reached in these meetings regarding appropriate solutions to the many problems and perplexing situations which arise from week to week.

In order that the district superintendents may not become absorbed in the advancement of their own districts to the detriment of the welfare of the whole system of high schools, each is asked to assume certain duties which involve all the high schools of the city. One is serving at present as the chairman of a continuous building-survey committee which surveys biennially the 40 high school buildings of the city. Another is now serving as chairman of a committee appointed to revise the curriculum in mathematics and to develop a new course in practical mathematics for those students who cannot profit greatly from the traditional courses in this field. A third is, at present, chairman of a committee investigating the needs of slow-

learning pupils, and the fourth is directing a group commissioned to study the needs of rapid learners. All four district superintendents are members ex officio of all committees appointed to study the problems of the high school.

Relationship of District Superintendents and Principals

The district superintendent and the high school principal are jointly responsible for making sure: (1) that each high school measures up fully and unequivocally to all criteria for accreditation established by the North Central Association, the University of Illinois, and the Illinois State Department of Public Instruction; (2) that each high school makes steady and continuous progress in the development of the educational program promoted by the superintendent; (3) that all complaints on the part of patrons and citizens are investigated promptly and any necessary measures taken for the adjustment of legitimate complaints; and, (4) that each high school offers a thoroughly modern educational program, uses efficient and modern methods of instruction, and provides as fully as possible for the individual needs, interests, abilities, and capacities of its student personnel.

The High School Principalship

The high school principal in Chicago is the responsible head of his school; responsible for its organization, administration, and supervision. His district superintendent is expected to assist him and advise him, but the chief responsibility for all matters pertaining to his school rests squarely upon his shoulders. The principal is expected to call upon the special supervisors on the superintendent's staff for assistance in the organization, administration, and supervision of the following departments: art; commercial subjects; music; home arts; industrial arts; physical, health, and safety education; science; and remedial reading. He is further expected to requisition the services available from the various special bureaus and departments. But he is left largely to his own resources when dealing with the problems of organizing, administering, and supervising the following departments: English, foreign languages, mathematics, and social sciences. The position of department head is not officially recognized in the Chicago high schools, hence the department head has no free time for supervising or for visiting the classes of the teachers in his department.

Supervisory Program of District Superintendents

The four district superintendents meet at least monthly to work out jointly the

details of their common supervisory program. For the past three years they have been required to report to Superintendent Johnson six times a year on the progress being made by each high school in their districts in the development of the eight-point program which he has been promoting. This year they have agreed to visit, in the company of the building principal, outstanding teachers in the various departments of instruction and to include in their reports accounts of any signal successes. It has been the practice of the superintendent to write personal letters of commendation to those teachers and functionaries whose services and activities were described by the district superintendent in his reports because of their superiority. The supervisory program for the year just closed, including the dates reports were due, follows:

Topic	Department	Report Due
1. Research and safety	English	Oct. 11
2. Failures	Science and mathematics	Nov. 29
3. Adjustment	Home arts and industrial arts	Jan. 10
Principal's annual report		Jan. 10
4. Public relations	Commercial	Mar. 14
5. English R	Social science	May 9
6. Socialization	Languages	June 13

Design for First Phase of Program

All four district superintendents agreed on a common mode of procedure for collecting the data for their reports. The points on which agreement was reached follow: (1) each district superintendent was to prepare a schedule of the visits which he contemplated and to inform his principals of the dates on which their schools would be visited; (2) each was to distribute to his principals a bulletin of suggestions and directions concerning the steps which they should take in preparation for his visits, a bulletin prepared jointly by the district superintendents; (3) all visits to teachers or other functionaries in a particular building were to be made in the company of its principal; and, (4) the reports to the superintendent were to describe in some detail the activities of teachers considered to be making outstanding contributions.

Sample Bulletin, Dealing with Second Phase of Program

All four of the district superintendents distributed to their principals the following bulletin dealing with the items included in the second phase of the supervisory program; failure prevention, science, and mathematics:

1. Read Dr. Johnson's article on Failures, SCHOOL BOARD JOURNAL, October, 1940.
2. Prepare tables showing the number of

¹District Superintendent of High Schools, Chicago.

failures for each teacher in each department for the end of last semester, the first marking period this semester, and the second marking period this semester. Compare the records.

3. Confer with those teachers who are failing a great many students, and perhaps with those teachers who are failing none. Study the data on which judgments are based in these cases.

4. Hold a faculty meeting for discussion of: the three tables suggested in item 3, above; selected failure cards; and your school's philosophy regarding failure.

5. Select about 24 failure cards for study, two from each department. Confer with teachers and students concerned regarding the data on the cards.

6. Plan a program of adjustment designed not only to eliminate failure but to assure successful achievement for each individual student. The program might well include:

a) A consideration of possible measures for assuring a greater measure of success for failing students, those not marked D as well as those marked D: attention to attendance and tardiness; adjustment of the offerings, adjustment of the students and parents, and adjustment of the school and community environment.

b) A series of departmental meetings and general faculty meetings for presentation of the various problems involved in providing a high school suitable for all types of students.

SCIENCES

1. Visit each of the teachers in your science department.

2. Check on the following items: adequacy of supplies and apparatus in laboratories; conditions of laboratory plumbing, and equipment; insurance of safety for students; supply of textbooks and laboratory manuals; care and maintenance of apparatus, supplies, plant and animal life; provisions for individual differences.

3. Confer with each teacher concerning: his exceptional experience, problems, needs, suggestions for improvement of the department, and so on.

4. Go through the minutes of the monthly departmental meetings with a view to evaluating them. Encourage the department to consider matters of importance in departmental meetings; improving reading, adapting the science courses to individual differences, using community resources, reviewing the most recent literature dealing with science, promoting use of the library, improving the extracurricular offerings in the field of science, developing better apparatus and equipment, the development of a program of evaluation, and so on.

5. Call upon Mr. Bench, the supervisor of science, to go through your department with you. Ask him to evaluate the department for you.

MATHEMATICS

1. Visit each teacher of mathematics.

2. Check on the following items: pupil-teacher relations, atmosphere of the mathematics rooms, adequacy of equipment, methods and techniques used, provision for individual differences, and the evaluation program.

3. Confer with as many teachers of mathematics as possible to discover their problems and needs.

4. Give attention to departmental meetings to make sure that they are worth while.

5. Confer with the department concerning the advisability of introducing the new course in practical mathematics for those who can't profit greatly from the traditional courses.

6. Inform the department concerning the activities of the committee charged with the mathematics survey, experimentation to determine the best placement of algebra and geometry, and to determine whether geometry should be taught before algebra.

A Sample Schedule

The writer's schedule for the month of October, 1940, reveals the approximate amount of time devoted by the district superintendent to his major functions:

meeting with his principals and other school officials; visiting his schools; attending to his office work; serving the high school system as a whole; preparing reports; and making public appearances. The schedule was distributed toward the end of September to all principals of district one.

First Week

Mon., Sept. 30 — Von Steuben. Research, Safety, English.
Tues., Oct. 1 — Meeting with mathematics committee, 11 a.m., room 126.
Wed., Oct. 2 — Sullivan. Research, Safety, English.
Thurs., Oct. 3 — Tilden survey. Meeting of English committee, 2:30 to 4:00, room 755. Send head of English department.
Fri., Oct. 4 — Schurz. Research, Safety, English.

Second Week

Mon., Oct. 7 — Foreman. Research, Safety, English.
Tues., Oct. 8 — Holiday, due to death of Governor Horner.
Wed., Oct. 9 — Meeting of district superintendents, room 753, 9:00 to 12:00. Meeting with executive committee charged with the revision of the English curriculum, 2:00 to 4:00, Waller High School.
Thurs., Oct. 10 — Lindblom survey. Address Foreman PTA at 2:30.
Fri., Oct. 11 — Meeting of principals of the district at Lane, 1:30 to 4:00. Biological garden attracts us to Lane. Bring progress reports; 1 copy only.

Third Week

Mon., Oct. 14 — Reserved: to be used as needed.
Tues., Oct. 15 — Meeting of assistant principals, Amundsen, 1:30 to 4:00. Phi Delta Kappa dinner, at 6.
Wed., Oct. 16 — Reserved: to be used as needed.
Thurs., Oct. 17 — Harper survey.
Fri., Oct. 18 — My report on Research, Safety, and English due to Mr. Cassell. Office work.

Fourth Week

Mon., Oct. 21 — Meeting with representatives of North Central Association.
Tues., Oct. 22 — Lake view. Failures, science, and mathematics.
Wed., Oct. 23 — Lane. Failures, science, and mathematics.
Thurs., Oct. 24 — Fenger survey.
Fri., Oct. 25 — Roosevelt. Failures, science, and mathematics.

The schedule provides only for the activities considered to be of major importance. All the odds and ends which must be attended to by the district superintendent, such as collecting and checking routine reports to the central office, assisting parents with problems, assisting teachers with problems, supervising the preparation of the budget for each school under his direction, and so on, have no place on the the schedule. These matters must be attended to at the office before and after

school hours, or at home during evenings and week ends.

The School Visit

When the district superintendent visits one of his high schools, he generally appears there at 8:30 a.m. The principal has previously prepared an outline of all the matters concerning which the district superintendent wishes to hear reports of progress since his last visit to the school. The chief item of business is always the point, or two points, of the superintendent's high school program scheduled for special attention during the current six-week period. The second item of business is a general report on what the principal has done and discovered in connection with his supervisory activities in the particular department or departments of instruction under consideration. The third item of business is any other matter urgently in need of attention. The district superintendent wishes to know everything of importance concerning the teachers in the department under consideration: courses taken recently, articles published, new units of work developed, improvements in any of the units of the courses of study, attendance upon meetings and conferences of professional associations, advanced degrees conferred upon faculty members in the department, unusual educational experiences of members of the department, outstanding contributions of teachers to the general welfare of the school, the nature of departmental meetings held since the last visit, the department's self-evaluation program, and so on.

Without too much delay the district superintendent and the principal set out together to visit selected teachers in the department under consideration, following an itinerary prepared in advance by the principal. This observational tour generally lasts from about 9 a.m. until 2 p.m., with a half-hour recess for lunch. At approximately 2 p.m., both supervisors return to the office of the principal, where the district superintendent dictates to the principal's secretary a report to Superintendent Johnson on what was observed during the visit.

A Sample Report

Four copies of the report are made: one for the superintendent, one for the assistant superintendent in charge of high schools, one for the district superintendent, and one for the principal concerned. The following report of a recent visit by the writer to the Lake View High School reveals the nature of the reports submitted:

Research. Mr. Winter, principal of the Lake View High School, is making a comparative study of the subjects taken by graduates under the old and the new curriculum plans. He is comparing the February, 1940, class, the last class under the old curriculum plan, with the graduating class of February, 1941, the first class graduating under the new curriculum plan. Mr. Winter proceeded as follows: (1) He collected on a card which he designed the subjects taken, the scholarship percentile rank, the rank in class, the I.Q.,

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The Supervising Principal and His Community

Richard L. Henderson¹

A great deal of educational literature has been produced concerning procedures in high school supervision, but unfortunately, little has been done of a practical nature to aid the small school principal who is faced with the problem of administration and supervision. By and large, most remedies suggested are excellent in theory but difficult, if not impossible, to put into practice. It is generally agreed that special supervisors, a lightening of the teaching load, or the employment of additional faculty members are ideal preparations for the instituting of efficient programs of supervision. But what of the small school finance problem? Thousands of small school systems simply cannot afford to hire additional teachers, and often even such a step as high school reorganization suggested by some educators will not provide additional teachers at no increase in costs.

Of course it is necessary to have some sort of supervisory program in every school. But regardless of the soundness of the proposition, regardless of the argument that "an efficient supervisor pays his own way," the public pocketbook will not always be so easily reached. The majority of American rural communities, it is quite safe to say, are quite satisfied with their educational institutions, whether these institutions "pay their debts to society" or not. And since it is obviously impossible to actually measure the efficiency of a school, it is thus more difficult to convince any community that its traditional school, which in most cases has taught the parent as it now teaches the child, is in need of efficient supervision — at added costs.

And admitting that through a long-term process of community education, the citizens could be taught to value a supervisory project and realize its utility, even then, as now, the mighty mill on the mightier dollar would play a strong role. For rural communities, though immeasurably more urban in attitude and spirit than they were a decade ago, are nevertheless strongly opposed to the financing of intangibles like supervisory programs. A new schoolhouse, a new gymnasium, and a new town hall are concrete additions to community life, and their utilities are measurable because they are satisfaction affording. Such tangibles are acceptable, especially when they are financed with federal aid! But by and large, rural communities cannot see their way clear to financing supervisory setups. If a new teacher is to be hired, for example, he generally provides relief for some other faculty member, or affords instruction in agriculture, shop, or home economics.

Why a Practical Approach Is Needed

Nor can the small school principal who must teach several classes devote much time to classroom supervision. It seems to be a fact that the typical urban high school principal devotes 26.6 per cent of his school time to supervisory work, while the rural school principal devotes only 10.3 per cent of his time to similar work.² Although no reason is cited for this difference, it may probably be ascribed to the fact that many rural principals must teach part time, if not full time. Moreover, very few rural principals are provided with efficient clerical service, so that they are often unable to delegate much routine work to subordinates.

Since these conditions generally prevail in rural areas, there needs to be some practical approach to the problems of the small school administrator who must likewise supervise. And that the discussion may remain practical, let us consider how the rural principal may improve his supervisory program through the medium of the community served by the school.

Some preliminary examination might be made at this point into the precise relationship existing between the school and its community. Most students of the subject agree that the high school has become the "dominant institution in rural community integration," and that as the dominant institution, supported by the community, it must justify itself by large contributions to the social and economic life of the community. "There must be an intimate relationship between the 'doing' life of the community and the educational program." This tenet becomes vital when we realize that nine of every ten schools in the United States are in villages of less than 2500 population. And since the majority of their students continue to reside in those communities after graduation from high school, the rural school must improve its work in terms of the community life to which it leads. There could otherwise be no justification for the continuance of rural public school education.

The Community's Debt to the School

Hence we realize that the school owes a debt to its own community. And yet there is a debt which the community, in turn, owes its school. This debt is not satisfied by the financial outlay which most communities seem to feel is all that is required of them in the making of an efficient educational institution. The debt which any community owes its school goes far beyond money matters. It has to do with those cooperative measures without which no school can function efficiently. Strangely

enough, cooperation is often the most difficult thing to secure. The reason, perhaps, may safely be ascribed to that human characteristic, common to great masses of people — satisfaction with the *status quo* so long as it is not distasteful. There are some far-sighted and selfless individuals who are willing to work for the advancement of social institutions, and to work without hope of personal gain. These are few. Most are satisfied to carry on in their habitual way of life, and to look askance upon any proposed change in that way. It is not that they resent the betterment of society; it is simply that they are indifferent and will not energetically cooperate with those few who do strive for that betterment.

These are generalities, of course, but out of generalities spring vital particulars, and this situation cannot be ignored by any student of educational theory. It is the great stumbling block to fine theory. Through it, therefore, we may plan our method of attack to improve rural school supervision. Since rural society will not see, or acknowledge, or pay its "super-financial" debt to the school, the rural administrator must, on his own initiative, cause that debt to be paid, and in so doing afford his school an improved supervisory program which will, in turn, discharge its debt to society!

What, then, are the steps to the realization of this program through community relations? I have taken the liberty of basing these several steps upon the means of supervision suggested by Briggs, whose summary I find as complete for our purposes as any available. Although Briggs gives 53 supervisory means, we shall here consider only five, each of which means may become operative through the school community relationship.

Protecting the Teachers

The first of these steps, and one of the most important, deals with teacher protection. Educators familiar with rural schools need not be told of the interruptions, overloads, and outside activities, not to speak of public criticisms, which the average small high school teacher has to contend with. While it is important for every rural school teacher to adjust himself to rural community life and learn to share in its activities, too often townspeople are prone to take advantage of the teacher's superior training and readiness to assist in community activities. Of course, this pressure is not exerted with deliberate intent to make "public servants earn their keep." As a rule, teachers are held in high esteem and welcomed in all homes. But laymen simply do not realize the exacting nature of the teaching profession.

¹Vice-Principal, Shortsville High School, Shortsville, N. Y.

²Briggs, T. H., *Improving Instruction*, Macmillan, 1938, p. 97.

When teachers are careful to select their community activities so that they gear with their academic loads, and thus refuse unreasonable demands upon their time and effort, many townspeople conclude that they are not cooperative, and criticism arises. Such a situation is likely to confront the teacher of English in a small high school, probably because he is the teacher of "the humanities," whatever is meant by such a cover all. Not only has the English teacher his regularly scheduled four years of English (with their interminable flow of themes for correction), generally, public speaking, dramatics, journalism classes, school publications, and oratorical contests, but he is also recruited to coach church dramatics, alumni shows, parent-teacher plays, WCTU speeches, and any village activity which is not predominantly political or scientific. Obviously such a condition seriously complicates the problem of supervision, and affects the teacher learning process. What can the administrator do to solve the problem?

There are two courses immediately open. The first consists simply of an agreement between the principal and his board of education reached after thorough discussion of teacher load and teacher efficiency. The board must be shown graphically the teaching load carried by every teacher, and told the importance of intelligent lesson preparation. If the board realizes what its teachers are doing from the opening of school in the morning until the close in the late afternoon, it will be in better position to defend them when such unreasonable criticism arises in the community. It will realize that if a teacher is forced into several community activities, his teaching will suffer accordingly. This is the primary step in teacher protection.

Overloads Can Be Prevented

The second step consists of acquainting the community with the activities of the school faculty members. There are numerous ways of doing this. However the plan is worked, must depend largely upon local conditions. Each principal knows best his own community and can adapt suggested plans to that community. If the public can subtly be familiarized with the work which teachers are carrying on, there will be much less open criticism of teachers as uncooperative.

The wise principal, likewise, will make sure that his teachers are well and happily situated in community homes, and that landlords and landladies are loyal to the school and its program. New teachers should be given advice in the matter of housing, especially unmarried women who are most often subject to gossip talk and criticism, so that they may find pleasant quarters and a homelike environment. Although housing is less difficult than it used to be before the advent of the car and the radio (that is, before urbanization of rural attitudes), it is still a problem in many communities, and unless administrators consider it as a part of the general

supervisory problem, other procedures may meet little success.

So far as overloads are concerned, each administrator can only attack the problem as he finds it. Rural schools operating under the traditional 8-4 plan, moreover, are so set up that the principal has little to say about the hiring or discharging of *additional* teachers. The staff is generally static — just so many high school instructors are needed, and no more are generally afforded! One teacher in each subject department commonly suffices for the entire high school, so that hiring occurs only when vacancies arise; hence, very few small high schools ever obtain the services of a "utility" teacher whose work largely results in the reduction of teacher loads.

It is well enough to say that communities ought to realize the dangers of overloading teachers, and provide for additional teachers. But they do not understand educational practice well enough to be convinced of the value of additional instructors; and in many communities, even if people did understand, the increase necessitated in the tax rate would blind them to desirable educational policies. The administrator's hands are thus tied. Little can be done for the science and mathematics man, for example, who has seven periods of teaching daily, and no free periods at all. He is working at maximum — but no more, if he can possibly handle the work, he will be left to handle it alone.

There are occasional situations in which other teachers qualify under state laws to teach either mathematics or science and can therefore lend a hand. But these cases of overload are too numerous still. Of course, the science man would most certainly be relieved of any extracurricular activity whatsoever. There is something wrong if he is not!

That Extracurricular Load

The extracurricular activities of any school should be so distributed that they do not burden any one teacher or group of teachers. The average small high school engages in an extensive program of such activities, most of which, being of non-political and nonscientific nature, fall to the lot of either the English or public-speaking teacher. For example, note the nature of the following activities, included on nearly all school extracurricular programs: school plays (junior and senior), local and divisional oratorical contests, school publications (often as many as four and never less than two), dramatic clubs, debating groups, and journalism classes. If a school has no trained speech teacher, all of these activities fall within the province of the English teacher, and in many schools, he is designated to handle them all. A well-balanced distribution, therefore, will go far toward facilitating the small school supervisory problem.

(To be concluded)



Americans all are the children of America. — Detroit Free Press.

The Reception of the School Visitor

James W. Clark¹

Last September, Supt. John Smith of Four Corners was somewhat tardy in reaching his office one morning. His self-irritation was aggravated by the discovery that a visitor, with a large brief case, had already arrived and had hung up his coat and hat.

Assuming his most professional aspect, Supt. Smith ignored the visitor's smile and outstretched hand and pontificated, "It would appear you did not read the sign on the front door prohibiting all salesmen and solicitors in this building. I shall have to ask you to leave at once."

The visitor flushed, dropped his hand, and replied vigorously, "You are a new man here, so I'll try to excuse you, but I'd advise you never to greet another caller this way. My name is White. I am the state inspector of schools. Now if you will please. . . ."

This fall Supt. Brown is at Four Corners. Ex-supt. Smith is learning courtesy as an assistant attendant in a city filling station. Brown is having his troubles too, for Four Corners is not an easy place in which to administer a school. However, the folks there say already that he's a comer. He's young but he knows how to get along with folks.

For example, little Mary Martin got roughed up a bit in some playground episode the very first week of school. Her father is quick on the trigger and the sight of blood, even a little of it, on his child's dress not only made him see red but wish to see more of it.

When he dashed up the schoolhouse steps and opened the front door a charming little high school miss, seated there in tablet-arm chair, stood up and asked, "Is there anyone you'd like to see? Can I show you the way to the office?"

"Yes, you can," Mr. Martin answered. "The sooner the better."

When he entered the office he was met by the bright smile of Miss Jones, who left her typing to greet him with the question, "Would you like to see Mr. Brown? He's busy right now but I'll tell him you are here. You are Mr. Martin, are you not?"

Mr. Martin hardly had time to nod his head when she was off. She had no more than closed the inner office door behind her when it opened again, and young Supt. Brown came out with hand extended and a salesman's smile.

"Glad to welcome you, Mr. Martin. Won't you please step into the office. And now, may I ask, is there something in particular we can do for you today?"

In the two minutes since Mr. Martin had started his first visit to school, the steam seemed to have evaporated. He discovered to his own astonishment he was

no longer an angry and offended father. He still had a grievance but he was sure it was going to receive a sympathetic hearing and competent correction.

The writer represents one of the well-established textbook publishers. The foregoing episodes, and scores of others that crowd for description, are based upon actual situations. They are quoted as introductory remarks because, while extreme, they serve to indicate the true significance and importance to the school administrator in learning and applying the proper techniques in the reception of the school visitor. While not susceptible to statistical proof or tabular presentation, every salesman calling upon schools will be willing to testify to the high correlation that exists between promotion and professional success and this apparently irrelevant detail in school administration.

Typical Visitor is Sensitive

What the man in the office, particularly the beginner, tends too frequently to forget is that part of his "Psychology of Learning" course dealing with the effectiveness of the intensity of feeling in a learning situation. As a result, he is inclined to err in assuming that printed reports of budgets reduced, games won, degrees earned, and scholarship improved will, by the magic of the written word, make inconsequential impressions gained by the direct, personal experience that comes from visits to the building itself.

The typical school visitor is a rather sensitive and hesitant soul. He (or she) feels a bit like the new minister attending his first Ladies Aid. He knows he belongs there, but he feels just a little out of place. His reason tells him that, directly or indirectly he is a taxpayer. He is probably a parent. Democracy and simple justice warrant his acceptance as a partner in the school business. But what will the superintendent, the teachers, and even the children, think of his coming? When and if he discovers a simple, courteous, but apparently sincere welcome, he is more strongly inclined toward a favorable and long-lasting attitude for the school than any amount of printed propaganda could develop.

As will be indicated, this type of reception calls for no elaborate technique, no added strain on the budget, nor any display of false feeling or pretentious activity. In addition a marked educational influence is gained. The students who participate in a program of gracious greeting of school guests learn lessons in manners, citizenship, and American democracy in situations more significant and meaningful than anything supplied in a textbook.

The reception of the school visitor should begin at the front door. The common but

incorrect assumption of most school administrators would seem to be that every one who enters there knows how to find his way about. The student body or representative council enjoys the opportunity of selecting or appointing several of their number to use their various study periods serving as monitors or pages. In this capacity they can, at very small sacrifice of time, greet all callers and offer their services. In case the caller is one whose object in calling is questionable, the fact can be immediately reported to the office. In the vast majority of cases a few words of direction are all that is needed, but the visitor is initiated into an atmosphere he feels is responsive to his interests.

If for any reason the selection of human guides is impracticable, the least that can be supplied is the posting of large, clearly printed directions for finding the office, and a floor directory. The substitution of such a form for the more usual warning for the unwanted to stay out would be most salutary.

In any case, the policy of the administration should be to have the school, through all the human agents that constitute it, indicate to this unknown adult whom they see in the entrance hall (1) an assumption of the legitimacy of the caller's purpose and (2) a desire to be of service if possible. Not the least important for this purpose is the school janitor, who can be either a taciturn and unobservant workman, or an intelligent and helpful host. Being human and on his own ground, he will probably welcome the suggestion that he be the latter.

The attitude of simple welcome should continue when the visitor enters the office. Here the office secretary has a position of outstanding opportunity. She can feel her only employers are her immediate superiors, and the public but a hindrance to her clerical duties, or she can act the part of a trained receptionist and make the public a friend of the school. An easy and ready smile, the earliest possible inquiry as to the visitors' purpose in calling, and a prompt explanation to the visitor of what the next step for him should be, win good will for the school far beyond their cost in effort and their interference with the other manifold duties of the secretary.

Why Not Pupil Receptionist?

Some schools are so small they do not have a secretary. The writer has sat in some such for an hour at a stretch. The telephone has rung itself out of sound, parents, local businessmen, even school-board members, have come and gone, disgusted that no one was about to answer a simple question. It would seem elemental that any school large enough to have an

¹Elk River, Minn.

office, with desk, telephone, and other appurtenances, was large enough to have someone in that office during school hours. That someone might be only a third-grade girl so bright she did not need to follow the lock step of the class in every recitation every day, and who would thrill at the honor of being recognized as capable of performing some few adult duties of a simple nature.

When ushered into the office by the secretary, the school guest has reason to expect, and will appreciate, a hospitable and receptive hearing from the school administrator. That school official speaks for the educational organization of the whole community. As such, he is naturally interested at the very beginning in everyone who is interested in the institution he heads.

He is a busy man, obligated to a multiplicity of duties. He can safely assume that this fact is known to his guest, who may be just as busy as he is himself. The necessity of saving time obviates any long continued introductory remarks. He can usually bring the purpose of the visit up for discussion promptly and give his office the reputation for authority by the dispatch with which he does his part in the satisfaction of that purpose. That part may be the expression of a firm "No." It may be going to records and presenting a detailed explanation. In either case, his response to the call should indicate that he functions in a business office, not in the hide-out of a recluse, nor the informal headquarters of a ward alderman.

Every effort should be made to obviate a long wait on the hardwood bench of the outer office. No adult with a legitimate reason for calling relishes being forced into the physical position of the delinquent child while other business, inconsequential in his uninformed opinion, takes precedence over his own affairs. There is no more certain means of alienating good will than by having the school office indicate to the local citizen who calls that what he has to say is not worth listening to until other affairs are all comfortably settled.

Probably there should be parenthetically inserted at about this point the assurance that the writer is not speaking here for the benefit of his brother bookmen. Generally speaking, our profession is welcomed whenever and wherever we appear. Furthermore we are professionals. We know our way about. The school administrator might ask, "How about the pest, the salesman we don't want, like the magazine subscription and silk-stocking peddler?" From his own experience of being on both sides of the desk, the writer would confidently assert this type of caller respects a courteous but businesslike office as much as any other individual, and would tend to eliminate himself more quickly from it than from one that indicated indifference. A prompt, firm, but polite dismissal is the easiest, as well as the quickest, way of getting the time waster out of the building.

If there are some few who cannot be wholeheartedly welcomed when they get into the school administrator's office, there are many who can be. The school patron who calls for information, to ask for participation in some community affair, to sell a Red Cross membership, or whatever it may be, represents a golden opportunity for the building up of wholesome public relations. These individuals are, generally speaking, the ones who get about in the community. They know what is going on. If they are treated as honored and welcome guests, they feel kindly toward the

host and, to employ metaphorical language, they proceed to tell the world about it.

Receiving Classroom Visitors

The wise administrator does not have the reception of the school guest end in the hall and office. He has it extend into the heart of the schools, the classroom itself. Here the teacher and the students learn to do their share in the establishment of wholesome public relations.

Most teachers, at least those of brief experience, are frankly perplexed as to what they should do when a strange man or woman enters the room and stands at the door. Should she feel that the conduct of a class of 30 pupils is of more importance than the temporary discomfort of the caller and continue her work? Should she drop whatever she is doing to discover the reason for the call?

Rather than follow either of these procedures, the writer recommends a practice of growing popularity. At the very beginning of the school year, when the room officers are selected, let one of them be appointed as visitor's page or attendant. As soon as a visitor appears, it becomes his duty to walk to him, direct him to a seat, and ask if he would like a textbook with which to follow the lesson, and briefly explain what is going on at the moment. The teacher can simply smile and nod and continue with her work until a natural break in the period, such as the beginning of the directed study time, affords an opportunity for a mutual introduction and for carrying on of such conversation as may be required.

This type of procedure has several marked advantages. It costs the school nothing in efficiency. It teaches the children to participate in a conduct situation that is meaningful. It convinces the school visitor that (1) the room is being conducted in both a democratic and effective manner and (2) that he is being received, not as an interloper, but as an honored and welcomed guest.

It is the conviction of the writer that any normal parent who received that simple but continuous evidence of thoughtfulness and hospitality as they went from entrance to office, to classroom, as described above, would leave the building far more enthused about their home institution than any state football championship could achieve. Furthermore, a state championship could hardly be won regularly, while a pleased visitor creates a relatively permanent value in the building up of a continuous spirit of community good will.

Immediately related to the physical reception of the visitor is the problem of the receiving of telephone communications. This is a problem by no means confined to school offices. Nearly all business school executives will testify to the fact that they get more complaints from businessmen over the incapacity of their graduates to handle the telephone than from any other one cause. The school office, being publicly supported and in immediate contact with most of the homes and business places in the community, presents a unique challenge.

Manifestly, not everyone in the school and the community can feel free to use the office telephone any time the spirit moves him. To permit this would close it most of the time for those business transactions for which it is installed. Neither can the school executive reduce its use to such a point that faculty and patrons feel he is acting the part of an autocrat. The safer and better middle ground calls for use of the telephone being

limited to faculty and student body during their free time, with the office showing the courtesy of passing on to the individuals concerned such legitimate information as those from the outside wish to supply. This, of course, does not apply to emergencies. When a father is suddenly being removed to the hospital, the school should and must waive all rules to permit his son to know of it, and get to his parents' home.

Answering the Telephone

When the telephone rings there should be someone to answer it, just as there should be someone to greet a caller. Like Shakespeare's description of a woman's voice, the answer should be low and sweet. A loud "Hello" may be effective, but in ways not to be desired. A low "This is Four Corners High School" is certainly preferable. The caller probably wishes to speak to someone other than the secretary, actual or substitute, who first answers. The records in the office should be sufficiently complete and accessible to make it possible to locate this third person promptly. If available this third person should be called; if not, the reason why he or she is not available should be stated and an offer made to communicate a message.

Everyone in the school, from its head to children in the kindergarten, should participate in general procedure that recognizes two facts: (1) that this is a business, not a personal instrument, and (2) that the time of the one who calls and others who may be waiting is valuable and should be respected.

So far consideration has been given to the reception of the individual visitor to the school. There are, however, a number of occasions during the school year when the educational center makes a community host of itself. An invitation is broadcast by divers means to the end that visitors come by the scores or hundreds or even thousands. These occasions constitute the front window of school publicity. They constitute a vital challenge to those in charge. If successful the public which attends goes away loud in its praise of our school. If unsuccessful, no amount of budget balancing or house-top shouting can remove the bad impression.

A balanced Education Week program that serves its objective is far more effective in its influence on the parents than the acquisition of a doctor's degree by the superintendent. A commencement exercise that goes off like well-oiled clockwork brings more good will than the best speech the superintendent ever made. Exercises of this nature are probably worth all they cost, but no intelligent administrator can or does assume that their cost, in terms of patience, planning, and persistent effort, is a small one.

A group invited to a home, a hotel, or a theater, expect that their comfort and convenience comes first in the mind of their host. The public is no different when invited to come to the school.

They expect, first of all, that the time advertised for the beginning of the exercises means just what the program says. An 8:00 o'clock event that gets under way at 8:23 means, in the minds of most who attend, 23 minutes multiplied by the number present, the product being the amount of needless time wasted. They may be dilatory themselves, but they do not want their children to be trained that way. Promptness, as well as its absence, is noted and highly evaluated.

Another consideration the public expects at

(Concluded on page 70)

I. D. Weeks¹

¹President of the University of South Dakota, Vermillion, S. Dak.



Volleyball games are played as a regular part of the Portland physical education program. The arrangement of backstops and nets is ideal for the purpose.

A Multiple-Use Tennis Court Area

Eldon I. Jenne¹

School District Number One, Portland, Ore., under the leadership of Superintendent Ralph E. Dugdale, has recently been building multiple-use tennis court areas for school and community use. The development of these areas is an outgrowth of Superintendent Dugdale's request that greater emphasis be placed on intramural sports and less on interscholastic

¹Director of Health, Physical Education, and Recreation, Portland Public Schools, Portland, Ore.

athletics. They are standard courts, 120 feet long by 60 feet wide. Three basketball, three volleyball, and five badminton courts are laid out transversely on each tennis court. Hand tennis, paddle tennis, and other court games may also be played on these courts. Roller skating and roller hockey are two other activities indulged in and enjoyed by the students on these areas. In colder climates the area may be flooded and used for ice skating. If a

low curb is built around the court at the time of its construction, it is only necessary to flood it with water when freezing weather comes along.

Although it has not been done as yet, it is planned to construct at one end of the court a concrete wall 16 feet high in place of the court fence. Such a wall will afford an excellent place on which to practice tennis strokes. It will also serve for single-wall handball courts on either side of it.

The basketball courts are each 60 ft. long and 40 ft. wide. The volleyball and badminton courts are standard in size and are made available for use by inserting posts into the six pipe wells provided. These posts have rings on them attached at different heights so that the proper nets may be securely fastened. There is a distance of 7 ft. between each volleyball court and 3 ft. between each badminton court. When the court area is used for playing the cross-court games, the tennis-net posts are removed from their sleeves and the wells are capped.

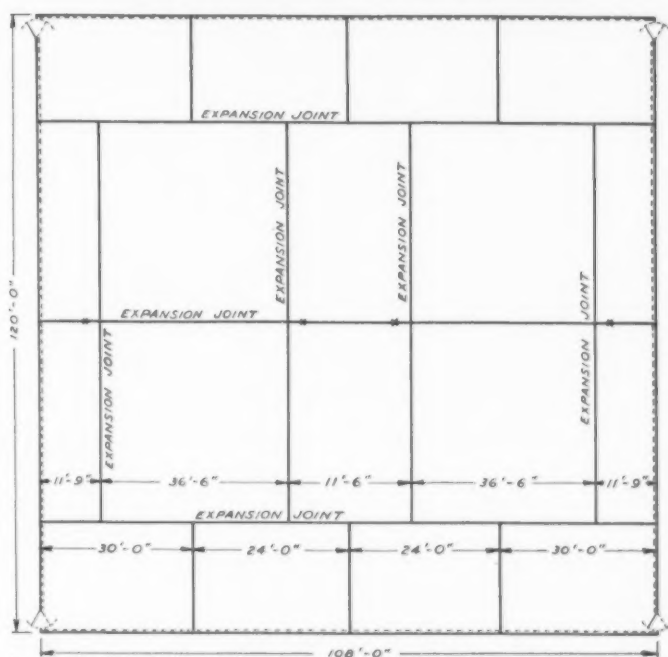
After a great deal of study and research regarding the proper methods of sloping the tennis court for rapid drainage, it was decided to follow the recommendation of the United States Lawn Tennis Association, which calls for the court to be sloped transversely $\frac{1}{2}$ in. for every 10 ft., or a total of 3 in. This means that the court is to be a plane with one side 3 in. higher than the other. When two courts are built side by side, one court is sloped transversely outward in one direction and the other court transversely outward in the opposite direction. If four courts are built side by side, two courts are sloped transversely outward in one direction and the other two courts transversely outward in the opposite



Five badminton games going on simultaneously. The nets and the standards holding them may be completely removed so that the area may be used for other purposes.



A basketball game under way showing the location of the basket backstop mounted on the fence enclosing the court.

[illegible]

Handball Court Floor Mat

direction, unless they are to be individually fenced, in which case they may be sloped in the most convenient direction with suitable drainage provided between courts. Drainage gutters between courts are not desirable if they are wide enough to permit the tennis balls to roll into them, neither should the spaces left between adjoining courts be of such width that the balls will roll into them. Such spaces should have a good drain under them.

In 1939, each multiple-use tennis court, without the handball wall, cost \$2,260 complete when built by private contractors. Since then the WPA has been building the courts for us, at a cost of approximately \$2,190, of which the school district contributes \$1,000.

The Specifications Used

The general court specifications of School District Number One, which were submitted to bidders follow:

Inspection: The Superintendent of Properties and/or such persons as he shall appoint shall have free access at all times to the work for the purpose of inspecting materials and workmanship, and safe and suitable facilities shall be provided them for doing so. All materials rejected by the inspector appointed shall be immediately removed from the premises.

Excavating and Grading: Contractors shall do all excavating for footings and walls required as per plans and details. All excavation shall be carried down to lines and depths as indicated on the drawings, or deeper if the nature of the ground requires.

The area within the court floor shall be graded to establish the finished surface of the courts three inches above the ground level at sides and ends of court, removing all sod, loam, roots, stumps, or any other matter which may decay; all soft and spongy spots shall be excavated, and the entire area shall be filled with gravel, as may be necessary to bring to the required grade, preparatory to laying of concrete court slab; and shall be uniformly compacted before concrete is placed.

Surface Drainage: The surrounding ground shall be sloped away from the court so that the surface water will not drain upon it.

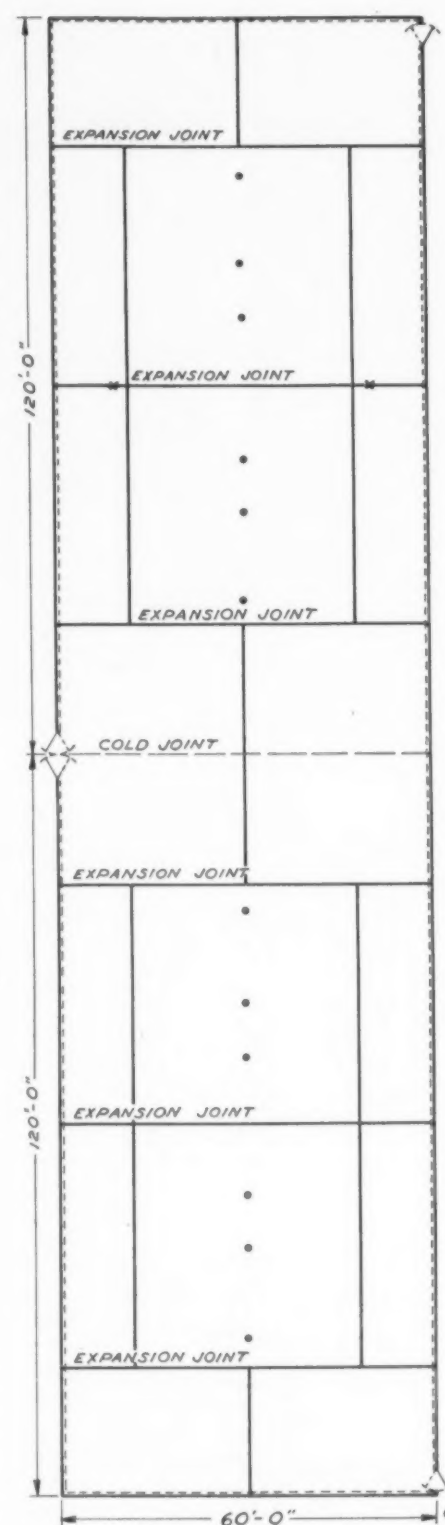
Cement: All cement used in the work shall be Portland cement manufactured in the state of Oregon, conforming in quality with the standard specifications for cement as adopted by the American Society of Testing Materials.

Sand: Sand shall be coarse to fine, sharp and clean river sand, free from foreign matter.

Gravel: Gravel shall be clean, washed gravel, uniformly graded from $\frac{3}{4}$ in. to $1\frac{1}{2}$ in. in diameter.

Forms: Forms for concrete shall be well built, substantial, and unyielding, firmly braced or tied together and shall conform to lines given. The contractor shall furnish all lumber and other materials necessary entering into the construction of forms. Lumber once used in forms shall be cleaned before being used again. The forms for court slope shall be well staked or otherwise held to the established line, and grades and their upper edges shall conform to the established grade of the court.

Proportion of Mixing: All concrete for footings, piers, foundation wall, and floors shall be mixed in the following proportion, one part cement, two parts sand, and four parts gravel. Aggregates shall be proportioned by weight when possible or carefully measured. The quantity of water added to the mix shall be the minimum amount which will produce a plastic, homogeneous, workable concrete under the particular conditions of placement involved and shall not exceed seven gallons of water to each sack of cement used in the mix. The measure of proper workability shall be a mixture which can be readily puddled into all angles and corners of forms without separation of ingredients, appearance of standing water on the surface, or the formation of sand streaks or honeycomb. Addi-



Plan of Courts Built End To End

tional cement and sand are added to the monolithic surface to act as a drier.

When concreting of slab is once started, it shall be carried on as a continuous operation until the placing of one block is completed.

Mixing: Mixing shall be done by batch mixer, mixing being continued for at least one minute to each batch after all the materials are in the mixer drum, resulting in an even-tempered concrete. The mixer shall rotate at a peripheral speed of about 200 feet per minute and shall not be loaded above its rated capacity.

Central or Transit Mixed Concrete: Concrete from a central plant or mixed in transit mixer trucks may be used if it complies with these specifications. The superintendent of properties

shall have free access at all times to the batching and mixing plant for sampling of all materials and inspection of work performed for this project. Concrete shall be delivered in watertight containers which will not permit segregation of the materials. When delivered, the concrete shall be uniform throughout the mass.

Placing Concrete: Concrete shall be placed as rapidly as possible after leaving the mixer and shall be puddled, spaded, and tamped. Any concrete not placed after it is a half-hour old shall be thrown out. When work is stopped, the surface of the concrete shall be left rough to insure proper bonding, and shall be thoroughly cleaned with a stream of water and covered with grout, before resuming the work and depositing any new layers of concrete.

Finishing: The monolithic finish of the surface shall be colored with black mineral oxide pigment. Contractors shall make up and submit samples of cement and coloring pigment to determine the density of color desired. After wearing surface has been brought to the established grade by means of a strike board, it shall be worked with a wood float in a manner which will compact it and produce a surface free from depressions or inequalities of any kind. After the concrete has hardened sufficiently to prevent fine material from working to the top, when the sheen or shiny film of water on the surface has disappeared, it shall be steel troweled, but excessive working shall be avoided. After concrete surface has been troweled and before concrete has thoroughly hardened, it shall be lightly brushed in one direction with a long-handled, fine-haired, push broom.

Protection from Weather: The concrete surface shall not be damaged or pitted by raindrops or other causes; the contractor shall provide and use when necessary sufficient tarpaulins or other material to cover completely all sections that have been placed within the preceding 12 hours.

Curing: As soon as each finished section has hardened sufficiently to prevent damage, the concrete shall be cured for at least seven days either by covering it with burlap or cotton pads, or by at least 1 in. of sawdust which shall be kept wet by sprinkling with water or by ponding.

Reinforcing: The concrete slabs of court shall be reinforced with welded wire reinforcing 6 in. by 6-in. mesh No. 10/10 wire placed as indicated on detail section of slabs. Reinforcing shall be carried continuously over all construction joints; and shall not be carried continuously across expansion joint.

Expansion Joints: Expansion joints shall be provided as indicated on the drawings.

Expansion joints shall be $\frac{5}{8}$ in. wide and extend the full depth of slab. The expansion joints between slabs and over footing shall be filled with prepared asphalt felt; — "Careys" expansion joint, "Canex" or equal, and shall be trimmed level with the surface of court.²

After thorough mixing of materials and while still hot and workable, the substance shall be poured into the joints in the quantity required to fill them to within $\frac{1}{4}$ in. of the surface. Rubber grindings of the kind ordinarily obtainable from tire retreading establishments shall then be spread on the hot joint filler substance in sufficient quantities to bring the joint to the level of the slab.

Handball Court Wall: One handball court wall 60 ft. 2 in. wide, by 16 ft. high above court floor, constructed in three 20-ft. wide units. Each unit 8 in. thick, 20 ft. wide, 16 ft. high above court floor, with footing 2 ft. 6 in. below grade, 12 in. thick, and 4 ft. wide, reinforced with steel

(Concluded on page 66)

²A new method of treating expansion joints is now adopted and successfully used in highway construction by the state of Oregon. This method is designed to seal and keep alive the expansion joint, and also to prevent the chipping of edges of the slabs. In using this method, the expansion joint is trimmed $\frac{1}{2}$ in. below the court surface, and a 60 per cent solution of rubber latex, with S.C.-6 road oil or 151-200 penetration asphalt, in proportion by weight of 30 per cent of 60 per cent latex solution, with 70 per cent road oil or penetrating asphalt, is then poured over each joint.

Analysis of School Enrollment Trends as Influenced by Live Births

Carl D. Morneweck¹

The fact that the general population is still increasing slightly has been no guarantee that accretions in school enrollment would occur simultaneously. On the contrary, the peak public school enrollment of 26,434,193² occurred during the school year 1933-34. The influence of declining birth rate has become so pronounced that in many states it is felt throughout all the grades and other factors which have increased holding power have not been sufficient to prevent a decline even in the upper grades. In Pennsylvania, for example, when comparing enrollments by grades for 1937-38 with those for 1939-40 it was only in grades IX, X, XI, and XII that increases occurred in the latter period over the former school year.

Before analyzing live birth rates and their probable influence on school enrollment it will be helpful to compare total enrollments, elementary enrollments (including the kindergarten and special classes) and secondary enrollments during the present school year with those of the school year 1939-40. Chart I illustrates the per cent of school districts in various population groups registering increases or decreases in enrollment during the present school year over the preceding school year in Pennsylvania.

Of the two school districts of the first class, Pittsburgh and Philadelphia, the latter registered an increase in total enrollment and in the secondary school, although both suffered losses in the elementary division. The increase in Philadelphia, of course, was due largely to the influx of workers in connection with the naval expansion program and other defense activities.

The 20 school districts of the second class show 95 per cent having a loss in total enrollment, 90 per cent a loss in elementary enrollment, and 75 per cent a loss in the secondary schools. This group comprises cities having populations between 30,000 and about 150,000.

The 162 school districts of the third class having district superintendents and ranging in population from 5000 to 30,000 manifest a loss in total school population in about 75 per cent of the school districts, in the elementary schools in 90 per cent of the districts, while approximately six out of every ten school districts of this population group even register losses in the secondary schools. The remaining 96 school districts of the third class under the supervision of the county superintendent register the same general trend although not quite so pronounced.

A careful sampling of 119 of the 2243 school districts of the fourth class with

TABLE 1. The Per Cent of Increase or Decrease in Public School Enrollment Exhibited in the Median School District of Various Classes in November, 1938, 1939, and 1940 Over the November of the Previous School Year in Pennsylvania

Class of School District or City	Total Enrollment			Elementary Enrollment			Secondary Enrollment		
	Nov. 1940	Nov. 1939	Nov. 1938	Nov. 1940	Nov. 1939	Nov. 1938	Nov. 1940	Nov. 1939	Nov. 1938
Philadelphia ¹	0.2	-2.4	-1.6	-1.0	-2.4	-1.7	2.4	-2.2	-1.4
Pittsburgh ¹	-3.9	1.1	-0.3	-5.0	-2.1	-3.8	-2.3	5.7	5.0
II	-3.0	-2.2	-2.3	-3.8	-5.5	-6.0	-1.3	1.6	-0.3
III (Dist.) ²	-2.3	-2.5	-2.7	-4.7	-5.5	-6.4	-1.1	1.6	3.9
III (County) ³	-2.9	xx	xx	-3.9	xx	xx	-0.3	xx	xx
IV (Sample)	-1.6	-1.4	0.0	-3.7	-3.8	-5.0	0.6	2.1	3.0

¹Philadelphia and Pittsburgh are the only school districts of the first class.

²Third-class districts having their own superintendent.

³Third-class districts under the supervision of county superintendents.

populations below 5000 indicates 65 per cent of the group affected with losses of total enrollment, 75 per cent with decreases in the elementary schools and about 42 per cent having losses in the secondary school. It is only in school districts of this population group that the majority of the school districts possess increases in the secondary schools, but even this group, rural and urban, is rapidly beginning to show losses also.

The data presented to this point indicate only the proportion of school districts registering increases or decreases in enrollments but not the extent of the change. Table 1 reveals the extent of the increase or decrease in the median district as of November of one year over the previous November for the various classes of school districts.

It will be observed that the total enrollment has been declining steadily for the period

studied. This trend is least pronounced in school districts of the fourth class where the greatest decrease occurred during the present school year when it was 1.6 per cent less than a year ago, according to a careful sampling of districts having a total population below 5000.

The decrease in elementary school enrollments has begun to decelerate in second, third, and fourth classes of school districts as well as in the city of Philadelphia. The opposite trend, however, is operating in the secondary schools. In Pittsburgh and the median school district of second, third, and fourth classes there were slight increases in 1938 and 1939 but the increase had decelerated until during the present school year when the median school district of the second and third classes suffered losses. The median school district of the fourth class and Philadelphia still registered slight increases although in the latter case the large influx of workers in connection with the naval expansion program probably were largely responsible for the increase.

A recent study by Holy³ of enrollment trends for the state of Ohio presented the same general picture.

This general background of enrollments in two eastern states is evidence of the influence of live births on enrollments. The 45 states and the District of Columbia for which data were already available and shown in Chart II⁴ illustrate live births for 1939 in terms of 1929.

The column on the left shows the various states in terms of the per cent live births in 1939 were of 1929. The greatest increase occurred in the District of Columbia, followed by Nevada, California, Oregon, Idaho, and New Mexico. The greatest decrease was experienced by New Jersey, followed closely by Illinois, Nebraska, Rhode Island, and Pennsylvania. It is evident that the greatest increases occurred in the far western and southern states. The greatest losses, on the other

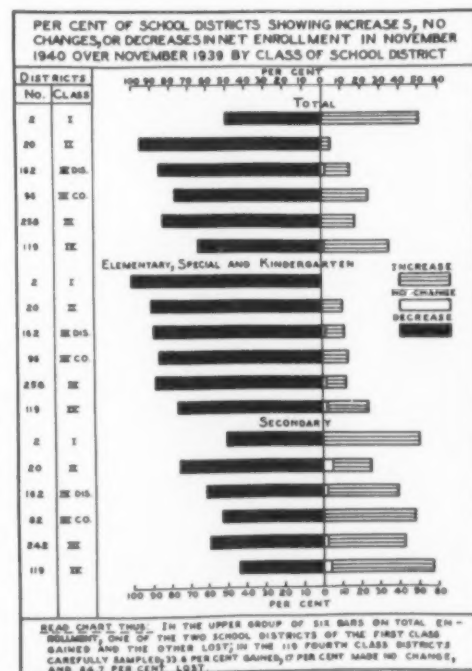


Chart I

¹Chief, Division of Child Accounting and Research, Department of Public Instruction, Harrisburg, Pa.

²United States Office of Education, Federal Security Agency, *Biennial Survey of Education*, Office of Education Bulletin 1937, No. 2. Washington, D. C., United States Government Printing Office, p. 57.

³Holy, T. C., "Trends in Public School Enrollment in Ohio," *Educational Research Bulletin*, Volume XX, No. 2 (February 12, 1941), 29-36.

⁴Bureau of the Census, United States Department of Commerce, *Vital Statistics—Special Reports*, Summary of Vital Statistics—1939, Volume 10.

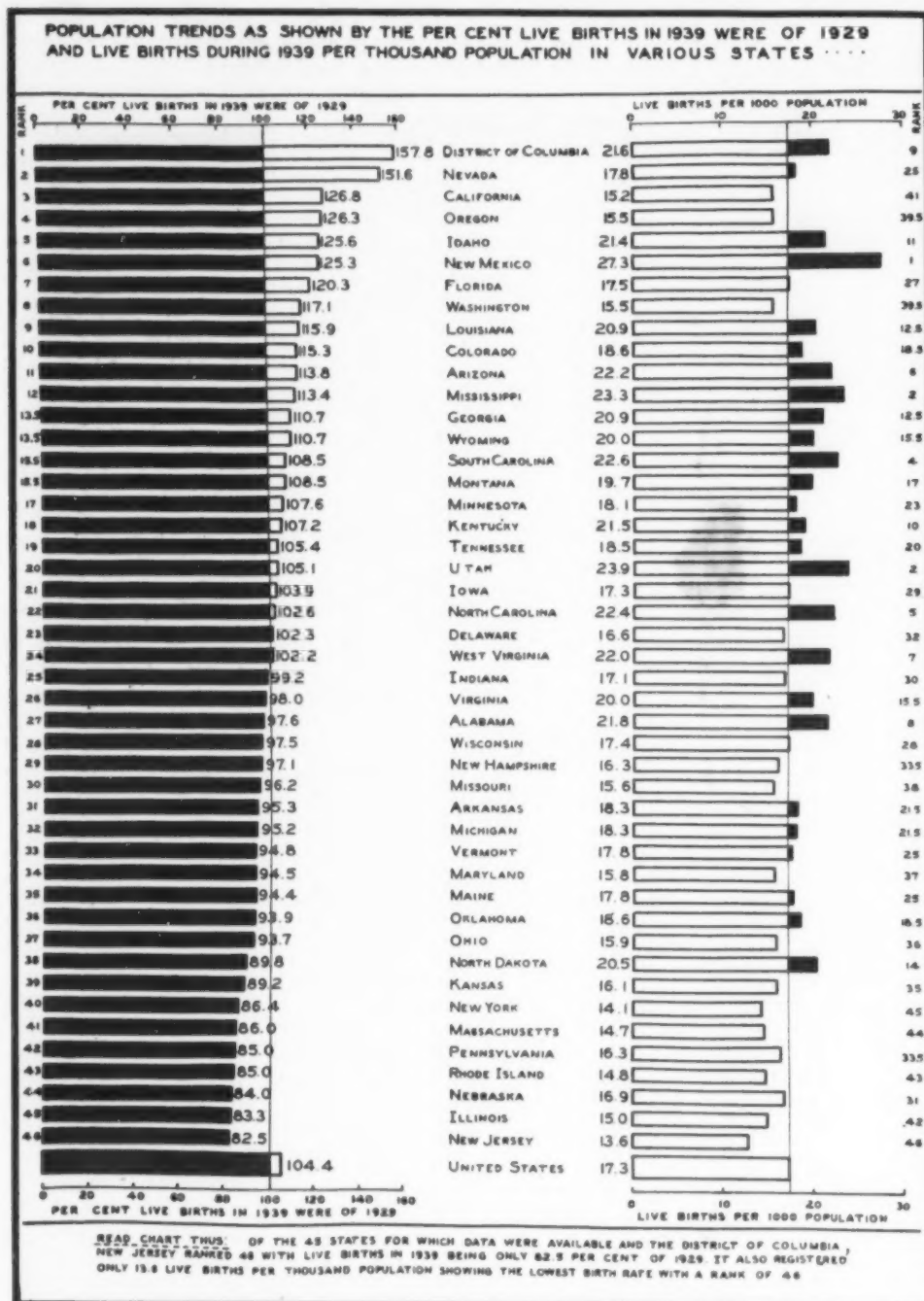


Chart II

hand, were in northeastern and midwestern states.

A more important aspect of birth rate is a consideration of live births per thousand population. The right-hand column of Chart II indicates the prolific status of each of the states with their rank, using this criterion. The high ranking states of California, Oregon, and Washington, appearing in the left-hand column, ranked 41, 39.5, and 39.5 respectively, indicating that even though live births still exceeded 1929, the birth rate is comparatively low. Of the eight states ranking lowest in the left-hand column, all rated low in live births per thousand population with New Jersey again ranking lowest, followed by New York, Massachusetts, Rhode Island, and Illinois respectively. In general the northeastern states and certain midwestern states can expect the greatest losses in school enrollments on the basis of live births.

Conclusions

School boards and administrators in the various states should scrutinize closely live birth trends for their states to plan school building needs and programs for the immediate years ahead. Recognition must also be given to the sudden increase or decrease due to migration of workers, especially as a result of the defense program which in many cases has confronted certain areas with almost insurmountable school-housing problems. The passage of United States H.R. Bill 3570, appropriating federal monies to meet this emergency, will prove very helpful. A third factor operating at present is the access of employment to youth in their late teens. They are now joining the army of the employed instead of remaining in the secondary schools as they have during the past few years to avoid idleness.

EDWARDSVILLE SALARY SCHEDULE

The board of education at Edwardsville, Ill., has adopted a single-salary schedule for the members of the school staff. The schedule is the work of a combined group, representing the board, the administrators, and the members of the school faculty.

In constructing the schedule, certain basic principles of services and remuneration were determined, and the schedule was formulated to meet these principles.

a) The schedule recognizes the preparation of the individual and sets a high minimum amount of training as a requirement for a teaching position in the schools.

b) The schedule recognizes successful experience of a teacher up to a certain point, giving a teacher greater efficiency in the way of improved techniques, better understanding of pupils, and subject matter.

c) The schedule recognizes and encourages continued professional study, since it is highly desirable to keep the teacher informed concerning developments and methods, and to encourage intelligent self-improvement.

d) The schedule is constructed to attract and hold the best prepared and most competent men and women.

e) The schedule endeavors to provide expenditures from time to time for professional advancement and for reasonable savings.

Under the schedule, the minimum educational requirements for teachers entering the school system is a bachelor's degree from a recognized educational institution.

Teachers entering the school system from another school system will receive experience credit for one half of the work done in the other school. The maximum allowance for such experience must not exceed five years.

Teachers in the school system who, by additional training advance from one salary level to another, will advance upon presentation to the superintendent of proof of 10 semester hours of work in an institution of higher learning. A year of training is interpreted as 30 semester hours, or 46 quarter hours.

Training presented by teachers for the purpose of salary increases must be directly related to the type of work which he is doing or proposes to do.

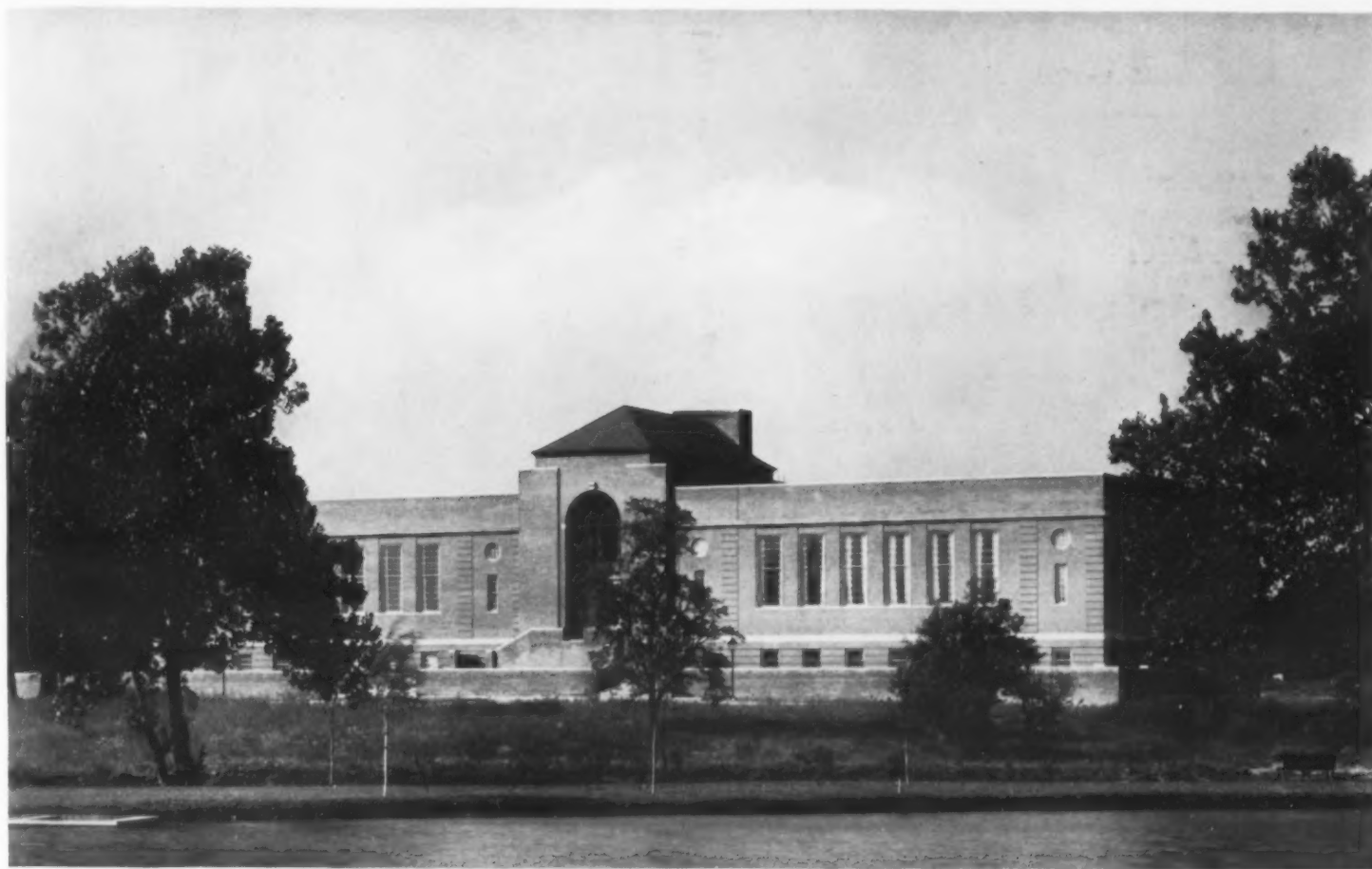
Vocational, home economics, and Smith-Hughes agriculture teachers will receive one additional month's salary because they are employed for 11 months.

The board reserves the right to set the salaries of building principals, supervisors, administrative assistants, coaches, and deans.

All teachers are divided into three groups: Class C includes teachers with less than a bachelor's degree; Class B includes those with four years' training in a college or university, and who hold a bachelor's degree; Class A includes those with five years' training, and who hold a master's degree in a standard college or university.

Under the schedule, teachers in Class C, with no experience and less than a bachelor's degree, begin at a minimum salary of \$1,100 and advance to \$1,250 at the end of three years. Teachers with a bachelor's degree begin at the rate of \$50 per year up to a maximum of \$1,400 at the end of five years. Teachers in Class B, having 10 semester hours of credit, begin at \$1,200, and advance at the rate of \$50 per year up to a maximum of \$1,550 at the end of seven years. Teachers in Class B, with 20 semester hours of credit,

(Concluded on page 70)



General Exterior View, Frederick High School, Frederick, Maryland.—Buckler and Fenhagen, Architects, Baltimore, Maryland.

FREDERICK HIGH SCHOOL

E. W. Pruitt¹

The new Frederick High School is located on a 33-acre tract of land within a short distance of the western limits of the city of Frederick facing Baker Park. Frederick purchased 6.68 acres of the original tract on which the school stands and built a lake named in honor of the mayor, Lloyd C. Culler, which contributes very much to the beauty of the setting of the school, as well as to the park.

The main entrance of the school faces the opening of Church Street which bristles with those "clustered spires" made famous in the lines of John Greenleaf Whittier:

"Green walled by the hills of
Maryland

The clustered spires of Frederick
stand."

The building was designed to accommodate 1200 to 1400 high school students, approximately one half of whom live within the city limits of Frederick; the remainder come from all outlying sections in the southeastern parts of Frederick County. This building houses about one half of the high school population of Frederick County and the land area served is approximately one fourth of the total area

of the county. A considerable number of the pupils are transported 15 to 18 miles.

The building is of a simplified Georgian

type of architecture. The gymnasium, auditorium, and entrance lobby are located in the front, partly for convenience and partly to place at the end of the parkway approach, architectural forms large enough in scale to adequately terminate the long vista.

Before planning the building, a committee of representative citizens appointed by the service clubs and the Chamber of Commerce



Informal group work led by students characterizes especially the social science class work.

¹County Superintendent of Schools, Frederick, Md.



Frederick High School, Frederick, Maryland.

of Frederick made a study of school needs, and the principal and all teachers in the building were consulted about the needs of their several departments. Attention was given to the suggestions made by the teachers in so far as it was possible to do so coincident with the needs of the entire program and in consideration of the amount of money available. As a result of close cooperation between teaching staff, school officials, and architects, the structure is generally recognized as having a high degree of functional value. Especial attention was given by the architects to the permanency of the structure and to reduction of maintenance costs to a minimum.

The building is of brick with limestone trim; the interior, bearing partitions of brick and nonbearing partitions of gypsum tile with



The woodworking shop is fitted with a full complement of stationary and portable machinery and has adjoining it a room used for mechanical drawing and lecture purposes.

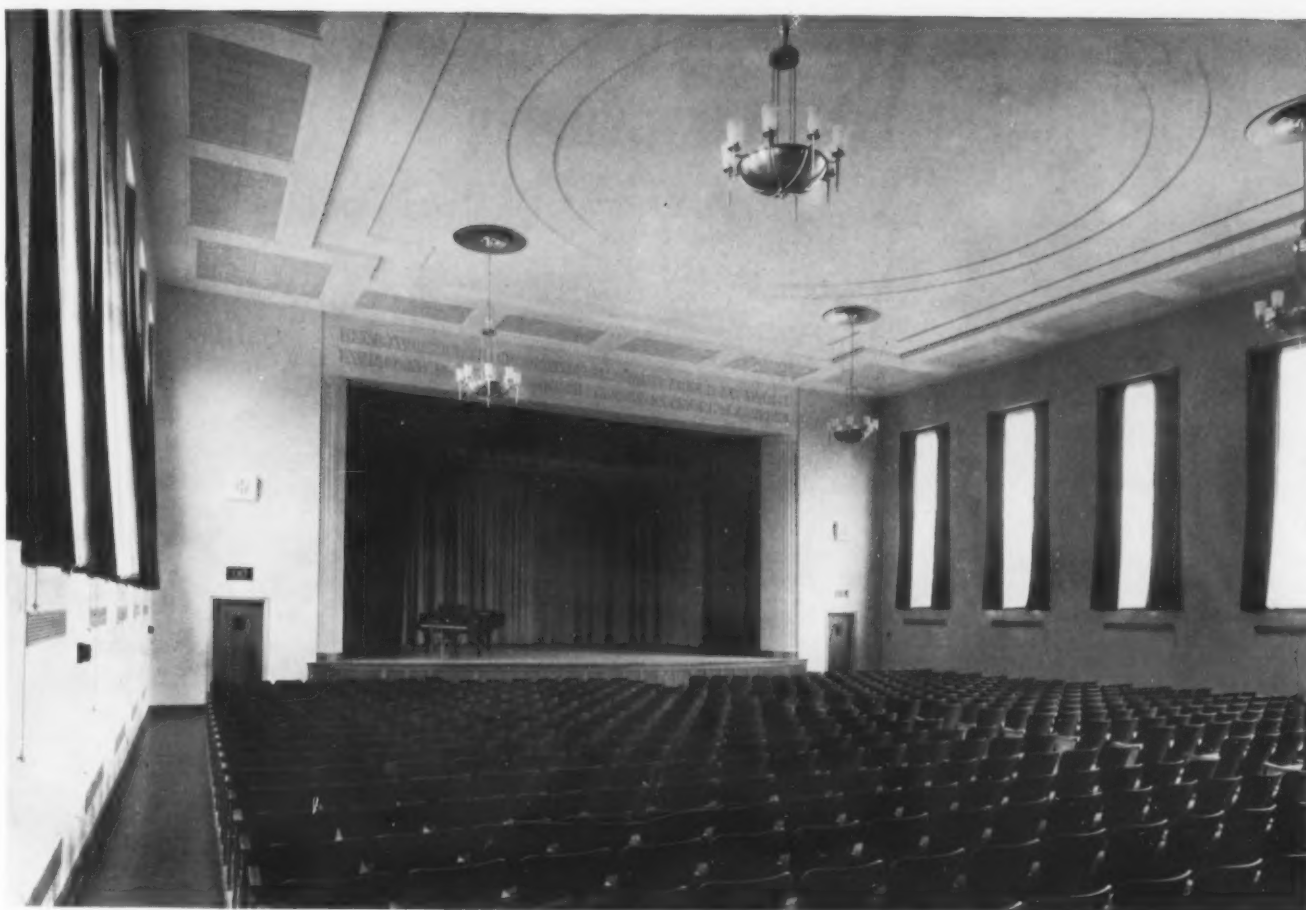


The Sewing Laboratory.



steel supporting columns and structural steel roof framing. The foundations, footings, and boiler-room walls are of reinforced concrete. The floors in the basement, gymnasium, and auditorium are of reinforced concrete with the gymnasium surface floor of wood; all other floors, bar joist and concrete slabs. The floors of all corridors and stairways are terrazzo. The classrooms on the ground floor are of asphalt tile; shop floors are concrete. On the other two floors all classrooms are covered with battleship linoleum. The roof of the building is of Gypsum plank and built-up slag.

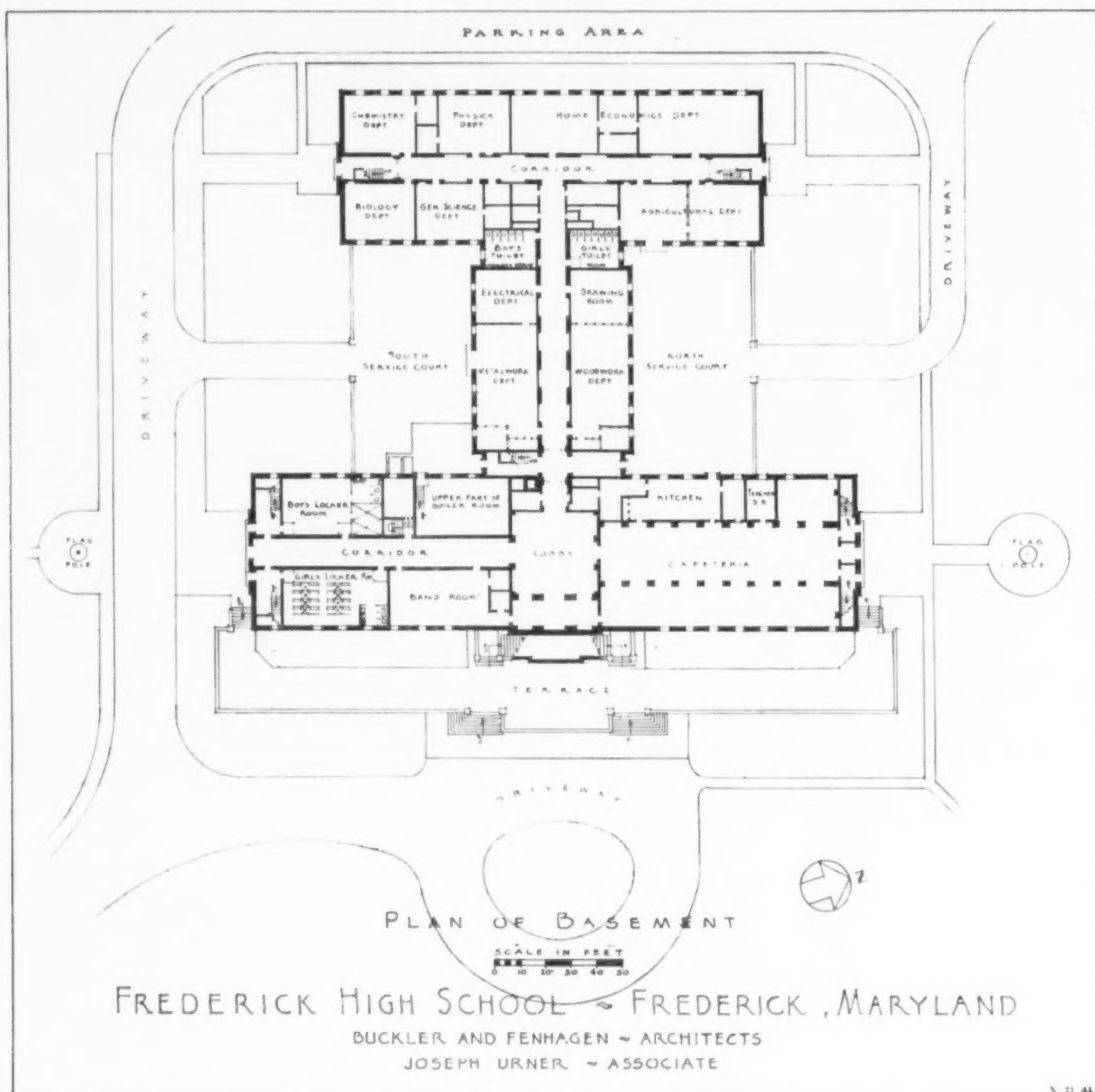
The locker and shower rooms are located on the ground floor immediately under the gymnasium and adjacent to the main athletic fields. There is a large room for band and



The auditorium is dignified and attractive and so located and equipped that it serves community as well as school purposes.



An atmosphere of quiet intellectual activity characterizes the well-stocked central library.



orchestra instruction with adequate storage space for uniforms and instruments, also under the gymnasium. Cafeteria and kitchen facilities complete in every detail to serve approximately 300 students at one time are located under the auditorium. Both the cafeteria and gymnasium are so located and so arranged that they may be operated and used independently for community activities without permitting access to the entire building.

There are shops on the ground floor for industrial arts in metalwork, including forging, electrical work and woodworking, mechanical drawing and drafting. Two large rooms for home economics, a classroom and shop room for agricultural instruction, and four science classrooms complete the layout on the ground floor. The home-economics department is divided into a sewing and fitting room, a model department for home-making, and the cooking department has been equipped with oil, gas, and electric ranges for practical instruction for everyday life. The science rooms are standard classrooms, 23

by 28 ft., and are equipped with demonstration tables.

The auditorium has a seating capacity of about 1000 with a completely equipped stage for endless lighting and curtain effects for dramas, debates, concerts, and the like.

The gymnasium may be used as one large court which, when so desired, can be divided into two smaller courts by a folding partition. Folding bleachers, with a seating capacity of 400, flank both sides of the gymnasium.

On the main floor, in addition to the auditorium and gymnasium, the library is located in the center part of the rear section of the building. This room is of the size of two standard classrooms and has a workroom adjacent. On this floor are the English and language departments and the commercial department. Two of the rooms in the English department are divided by a folding partition making it possible to use the two as one for small gatherings. The commercial department includes a room for a school bank which the

school has featured for a number of years. The principal's office is on the corridor immediately in back of the lobby which gives entrance to the auditorium and gymnasium, and consists of an inner and outer office.

The upper floor is given over to the history, mathematics, and art departments. The music room is sound-proofed, with accoustical ceiling, and has a stage at one end.

The large area over the entrance lobby is equipped with toilet facilities and is intended for a teachers' lounge. It also serves as a foyer to the auditorium balcony.

The building is heated by two manually stoked coal-fired boilers. Unit heaters are used in all the standard classrooms. The gymnasium and auditorium are heated by direct radiation with anemostats supplying fresh air and exhaust air by gravity. Locker rooms, cafeteria, and kitchen are heated by direct radiation and mechanical exhaust air. Fans for ventilating these units are housed in the top of the building directly over the main entrance.



Modern devices found in the best homes characterize the cooking laboratory.



The spotless cafeteria is patronized to capacity for two periods each noon.

The school is equipped with a loud-speaker system controlled from a room adjoining the principal's office. The school paid for this out of its own funds.

The building is exceptionally well provided with storage space located in the connecting corridor between the gymnasium-auditorium wing and the rear classroom section. Approximately 700 sq. ft. of storage space is provided on each floor, and its location makes it very convenient to the classrooms. Adequate toilet facilities are provided in the connecting corridor adjoining the storage rooms on each floor. The building is so constructed as to provide exceptionally good lighting of all classrooms and corridors. The classroom walls are all plastered and interior paint is of soft tone. Metal lockers are built into the corridor walls on all floors. The walls above the lockers are plastered and painted in the same color as the classrooms. The lockers are painted in a soft gray which harmonizes very well with the walls and adds materially to the appearance of the corridors. This locker arrangement prevents confusion in any one section of the building and corridors are sufficiently wide to provide easy movement of traffic, even when a considerable number of lockers are open.

The site on which the school is located provides adequate playground space for all types of athletics and, in addition, a slope on the east side of the field offers natural seating facilities. The provision of adequate parking space in the rear of the building, the construction of roadways, and the development of the grounds were undertaken by the WPA. There is also ample space for demonstration plots for the vocational agriculture department.

The Frederick High School constituted the major part of a PWA project which included provision for an addition to the Lincoln Colored School located on an eight-acre tract of land near the southern limits of the city. The addition to the colored school provides five standard classrooms and one large room for the home-economics department and an auditorium-gymnasium which formed the

connecting link between the old and the new wing of the building. Toilet and shower facilities were provided for both boys and girls and a new heating plant was installed to heat both old and new parts of the building. The entire building houses approximately 300 elementary children and nearly 200 high school students. This is the only high school in Frederick County for colored children. Practically the entire colored population of Frederick County is centered around Frederick and to the south of it. Five buses provide transportation for both high school and elementary pupils. A considerable number of high school students are transported a distance of 18 or 20 miles.

The contract for the Frederick High School was awarded December 21, 1938, and work was begun on December 28, 1938. The building was substantially completed and accepted by the board of education on April 3, 1940, and was occupied on September 4, 1940. The cost of the building was approximately \$400,000 exclusive of architects' fees and furniture,

and the total cost including all these items amounted to \$460,105.49. The building has a content of 1,430,000 cubic feet, making the cost per cubic foot approximately 28 cents. T. Calvin Owens, Bethesda, Md., was the general contractor.

The cost of the new section added to the Lincoln Colored School, together with equipment and architects' fees, was \$61,964.99. Lloyd C. Culler, Frederick, Md., was the contractor. Work was begun on this building on October 12, 1938. It was occupied for school purposes on September 6, 1939.

Buckler and Fenhagen of Baltimore, Md., were architects for both the Frederick High School and the addition to the Lincoln Colored School.

The total amount available for the construction of the two buildings was \$547,250. The United States Government through the PWA contributed \$245,250, and the remainder was furnished by the county by means of a \$300,000 bond issue dating from 1937 to be paid off serially over a period of 15 years.

Findlay's New High School Building

F. L. Kinley¹

For a number of years the Findlay school authorities considered the senior high school to be inadequate for the pupils and the needs of the educational program. The original building of red brick was built in 1900 and covered a quarter of a city block. As the school grew it became necessary to acquire the adjoining quarter block of land and to build an addition to the west of the original building. This addition, erected in 1924, contained science, industrial arts, and home-economics laboratories; seven classrooms; and a gymnasium, locker rooms, and shower rooms.

The auditorium, located in the old building,

¹Superintendent of Schools, Findlay, Ohio.

was defective in its acoustics, and there were many seats from which the members of the audience could not comfortably view the stage. As Findlay has no public auditorium, the high school auditorium is used for public activities, as well as school activities. On many occasions the auditorium had proved far from adequate for important civic gatherings.

The vocational department, due to the fact that there was no room for it in the high school building, was maintained in rented space in a manufacturing plant. This arrangement was not satisfactory for various reasons, the most important being that the boys were separated from the high school and unable to participate to any great extent in the general



"Let Music, Art and Oratory Abound Within" is the significant inscription above the dignified entrances to the auditorium of the Findlay High School, Findlay, Ohio.—Thomas D. McLaughlin and Associates, Architects, Lima, Ohio.

educational and extracurricular activities of the school.

The enrollment continued to increase from year to year so that even the additional facilities offered by the new section were not sufficient to conveniently accommodate the student body. Therefore, in the spring of 1938, after investigating the possibilities, the board of education took steps to secure the aid of the Federal Public Works Agency, to raze the old section of the building, and to build a new addition in its place.

After determining that the request for federal assistance would be granted provided the school district could raise 55 per cent of the money through a bond issue, an architect was employed to draw up preliminary plans and estimates of cost. The school authorities provided the architect with a complete schedule of the instructional areas to be incorporated in the new building, and the board made clear that additional land could not be had in the same block. After examining the setup, the architect declared that it would be impossible to include all the things wanted in the small amount of space available. The school board insisted upon a second study of the problem, and the result was a set of plans for a three-story building, to connect with the wing still standing, that included everything the school authorities wanted in a very pleasing and compact arrangement. The entire project was estimated to cost \$450,000.

Immediate steps were taken to place a bond issue for the school district's share, amounting to \$235,000, before the voters at the August primary. The biggest selling point to the community was the need for a modern and adequate auditorium that would meet the requirements of both the school and the community. It was very gratifying to observe the manner in which the community came to the support of the schools for the much-needed new building.

The work of razing the old building was begun on October 28, and excavation started about December 2, 1938. During the first winter there was some delay due to the freez-

ing weather; after that, however, steady progress was made and the building was completed the middle of February, 1940.

Contracts for equipment were let in May and August, 1939, after much time and effort had been spent in setting up detailed specifications that would cover the instructional needs of the school. A special effort was made to obtain equipment which would be best suited to the purpose for which it was to be used, and which would prove most economical over a period of years.

The exterior of the plant, it was planned, should harmonize with the existing building which is modern Gothic in design. A glance at the floor plan will show that the new build-

ing addition is in the shape of a letter T, with the left side of the top extending down lower than the right side. This was necessary in order to utilize all available space without marring the general appearance of the building. The stem of the T is the section connecting to the existing portion of the building.

Face brick was purchased to match the present shade of the brick in the old wing of the building. The bricks are varied in color and texture, ranging from red to blue, and are laid in Flemish bond. The ornament around the entrances, windows, etc., was carried out in glazed, light-cream terra cotta. In terra cotta, on the side of the building is the motto "Knowledge Softens Poverty and



A friendly room where happy experience may be had with the great minds of all times and where responsible study may be encouraged is the library. Harmoniously finished furniture, sound-absorbing floors and ceiling, and adequate indirect lighting add to the attractiveness of the room.

Adorns Riches." In the same material over the arches of the auditorium entrance is the inscription, "Let Music, Art, and Oratory Abound Within."

The windows to the front of the building are of wood sash, to match those of the connecting wing; however those in the balance of the new wing are all of steel. The auditorium has four huge, glass-block windows along one side.

A very excellent piece of landscaping was done on the building site. In order to give a uniform and well-balanced appearance, new evergreens were planted around the existing structure and the new unit. The old shrubbery was removed and planted on the grounds of some of the other schools. Silver red cedars, Chinese junipers, pfitzer juniper, Scotch pines, Austrian pines, Ware Siberian arborvitae, Japanese yew cuspidata, and American arborvitae were very attractively grouped and planted around the entrances and the building.

The new section is made up of 15 classrooms, a band room, a music room, a social and dramatics room, a study hall, an art room, a health room, rest rooms, a library, two deans' offices, a superintendent's office, an auditorium, a cafeteria, an auto shop, a machine shop, a planning and drafting room, a board-of-education receiving room, an educational supplies room, a janitor's supply room, and corridors. Asphalt-tile floors were laid throughout, except in the corridors, toilet rooms, and cafeteria where terrazzo was used.

A complete public-address system was installed throughout both sections of the building with speakers in the auditorium, classrooms, library, study hall, shops, laboratories, and gymnasium. This system provides complete sound service for a maximum of 120 rooms. It is equipped with two radio receivers, permitting simultaneous reception of two programs, for transmission over two separate circuits to different groups of classrooms. It also has an automatic record-changing device



The completeness of the stage equipment, the beautiful concealed lighting, a complete public address system, a completely equipped picture projecting booth, and balanced acoustical control make the auditorium a delight to both speakers and audiences.

for continuous programs of recorded music, and provides for the addition of a recording attachment to record radio programs, speech, music, or any other type of audible sound. There is one microphone attached to the cabinet for broadcasting purposes, such as announcements, etc. Two remote microphones were installed with the system—one in the auditorium and the other in the office of the superintendent of schools. Increased efficiency of administration is made possible through the use of the two-way communication feature.

A fire-alarm system of the closed circuit, double-supervised type has been installed, so arranged that all wiring is under constant electrical supervision. Audible warning is

given on separate disarrangement bells when any part of the circuit becomes open. Each station is of the break-glass, pull-lever type. The control panel is located in the office and consists of all relays, trouble bells, meters, resistances, pilot lights, and switches necessary for the operation and supervision of the system.

The old automatic clock system was removed from the building and installed in the largest of the elementary buildings. A new system was installed, with classroom and hall clocks of modern design. The only important differences between the two systems is that the program is a steel cylinder set with pins and a cylinder-type pendulum in the master



The social and dramatics room has an adequate stage, indirect lighting, a silent floor, and movable seating. The room is used by a wide variety of pupil and adult groups for extracurricular, social, and civic meetings and entertainments.



The modern design and the completeness of the stage equipment of the auditorium are shown in the view looking toward the proscenium opening. An electric organ, a grand piano, and a public address broadcasting unit together with a complete theatrical stage lighting system are important parts of the equipment.



White and buff are the prevailing colors in the home economics laboratory which is fully equipped for cooking as well as serving meals.



First Floor Plan, High School, Findlay, Ohio.

clock. All clocks, as well as the master clock, are automatically corrected each hour by means of a resetting impulse. In connection with the clock system there is a bell-control board.

All classrooms have walls and ceilings of sand-finish plaster, with asphalt-tile floors. Black glass chalk boards are installed, with a cork panel board above, to provide additional space other than the cork bulletin boards for posting material. A closet divided for books and wraps, for the use of the teacher, is built into each room. Heat and air circulation are provided through unit ventilators. The classrooms are equipped with panel type, two-pupil tables and chairs. In order to have uniform lighting throughout the building, all classrooms and offices are equipped with silver-ray indirect lights. The older type of lights removed from the building will be used as replacements throughout the system.

The band room, 36 by 50 ft. in size, is located on the top floor in the extreme northeast corner. It has walls of acoustic plaster with a celotex ceiling. In addition, sound-deadening material was placed in the wall between

the band room and the auditorium. There are elevations on three sides of the room, and it is equipped with 75 leather-upholstered folding chairs and metal music racks. Connecting with the band room is the office of the instrumental supervisor, and a storage room for uniforms and musical instruments.

The music room, 28 by 56 ft., is located above the auditorium entrance lobby; it, too, has walls of sand-acoustic plaster with a celotex ceiling. Off from one end is a small practice room, and located at the other end is the office of the vocal music supervisor and the room in which are stored music and choir robes. There are 125 steel folding chairs in this room. Venetian shades were hung at the windows.

The social and dramatics room is 33 by 38 ft., with a stage 33 by 14 ft. The proscenium opening is 21 ft. wide. The stage is equipped with a gray rep cyclorama and blue velvet front curtains. Cupboards are built in on either side of the stage for equipment. This room is equipped with lightproof shades and a 16mm. sound projector. Here again blue, steel folding chairs were used.



Second Floor Plan, High School, Findlay, Ohio.



Basement Plan, High School, Findlay, Ohio.

The study hall, which accommodates 85 students, is the same as the classrooms, except that individual pupil desks are used. These desks which had been in the old building, were refinished. The art room is equipped with individual drawing tables, considerable cupboard and storage space, a sink with metal cupboards, an electric kiln, and potter's wheel.

A pupils' health room has been equipped with two cots, a table, and chairs. This room is used for students who are taken ill, as well as for health examinations. Rest rooms for teachers are appropriately furnished with studio couches, and tables and chairs.

The library proper is 33 by 70 ft., with shelving around three sides. The south side of the room, where the double entrances are located, has a section of high shelving and bulletin boards in the middle. At one end of the library are a conference room and an office and workroom. At the other end is a bookroom and another conference room. The library is finished in dark oak, with the tables and Windsor style chairs of the same finish.

(Concluded on page 65)

Omaha Discards Midyear Shake-up System A. J. Foy Cross*

Policy and procedure changes in public schools come about for varied reasons. Sometimes the reasons are pretty hard to defend. Other times they are extremely unpopular. Sometimes they are received with great and wide acclaim. Regardless of their acceptance or popularity, these changes usually have one thing in common. They are motivated by a desire to make the school more effective in its important function of fostering and directing desirable child growth. As far as possible the change is in favor of the child.

The Omaha public schools have recently announced an organizational change dedicated to the good growth of boys and girls. Based on present-day knowledge of the meaning and causes of good growth, all elementary schools in the city have launched an annual promotion or room reorganization plan, and have discarded the old semiannual shake-up system.

It is interesting to see how this change came about. Back in 1935, Omaha began a long-time curriculum program which called, from the very start, for a planned attack on all problems which represented barriers to stated goals of the instructional program of the school. Curriculum planning committees were not to be confined to guiding the revisions of instructional outlines. Whenever a curriculum committee discovered that a remediable condition stood in the way of desired goals they were to consider themselves duty bound to study and recommend a remedy.

Pursuing this purpose, committees in several curriculum areas, and many individual curriculum planners, came to the conclusion that a rather constant handicap to desired outcomes was to be found in the remnants of an old promotion, or, shall we say, retardation system which called for the reorganization of instructional groups after each four and one half months' instructional period. The old purposes formerly served by the semiannual system had long been discarded and the newer purposes were being subjected to an actual disservice by the preservation of these old forms.

The first formal recommendation to come from a study of the problem was for experimentation with the elimination of the old semiannual plan. Upon the formal recommendation of the "co-ordinating committee" representing all the general curriculum planning committees of the elementary schools, eight schools started eight different plans for eliminating midyear shake ups.

The plans of these experimental units varied in respect to entrance age limitations and in regard to plans for eliminating so-called "mid-year" groups from the various levels of the elementary school.

After a year of many trials and adjustments for all concerned, the committee and representatives of the experimental schools prepared a report of advantages and disadvantages, and made recommendations for the revision of procedures. At this time, three more schools were added to the experimental group, with plans adjusted to make the most of the findings of the eight pioneers. At the end of the second year, three more schools were added

again with plans which were as far as possible perfected in the light of the experiences of the 11 other experimental units. At the end of the third year, 12 additional schools came in with adjusted plans to make a total of 26 participating schools.

After four years it was unanimously agreed by the committee, including representatives of all participating schools, to recommend the annual plan to all other public schools in the city. The committee, on the basis of its findings, encouraged each school to adjust according to local needs and to make use of one of several successful experimental plans to eliminate "midyear" groups. The only points of uniformity recommended were for city-wide agreement on minimum entrance age and for city-wide elimination of semiannual reorganization.

As a consequence of the committee's study and recommendation, all elementary schools in Omaha will be on the annual plan for next year. All schools have agreed upon a minimum entrance age to the first year of primary school (corresponding to kindergarten) of four years and nine months.

The committee summarized as follows the advantages of the annual as opposed to the semiannual "promotion" plan.

Advantages to child growth:

1. There will be less frequent adjustments — child to teacher.
2. There will be less frequent adjustments — child to group.
3. Each child is given a longer period in which to be studied and understood by his teacher.
4. Each child is given the opportunity to accomplish more because of the continuity of the learning experience.
5. Each child is given more freedom to progress at his individual rate.
6. "Grade standards" are less prominent.
7. The child feels an inspiration that comes from being in the "June class."
8. The child has a longer "readiness" period the first year.
9. In smaller schools the instructional groups are better balanced.
10. The curriculum sequence for any group remains unbroken for a longer period.

Advantages to teacher growth:

1. This new problem brings with it a general challenge to the teacher.
2. The teacher has a greater opportunity to serve the children individually.
3. The teacher has an extended opportunity to serve the child as a member of a group.
4. The teacher feels an increased appreciation of the problems of the school as a whole.
5. The teacher has an increased opportunity and motive for cooperative planning and work with the home.
6. The teacher has an extended opportunity to adjust the curriculum to individual differences.

The new policy regarding entrance and "promotion" is in keeping with the basic philosophy of the modern school. At the time the change to the annual plan was made, the committee recommended that nine items be added to the list of general principles basic to organization:

1. The Omaha schools exist for and are dedicated to the good growth of boys and girls.



George E. Dille
Superintendent of Schools
Peoria, Ill.

Mr. Dille, who on July 1, assumed the office of superintendent of schools at Peoria, succeeds E. C. Fisher, who retired in June, after serving 18 years as head of the schools. The appointment carries with it a beginning salary of \$7,500 per year.

Mr. Dille, a native of Missouri, was educated in the public schools at Macon County. He attended the old First District Normal School, in Kirksville, and received his bachelor of science degree in 1920. He obtained his M.A. degree at Teachers College, Columbia University, in New York City, and completed advanced work toward a doctor's degree at the University of Missouri.

His educational career was begun with a teaching position in Adair County, Mo., in 1909-12. In 1912 he became superintendent of schools at Greentop, but resigned in 1914 to take over the superintendency in Lewistown. After four years there he went to Memphis. Later he accepted the superintendency at Cameron, where he served one year. In 1925 he went to Chillicothe for six years. In 1931 he was elected superintendent of schools at Maplewood, where he had served for 10 years previous to his present appointment.

Mr. Dille has contributed freely to educational literature and is the author of a number of books on topics connected with the school field. He is active in a number of educational associations in the state of Missouri, having served as vice-president of the Missouri Teachers' Association, president of the Missouri School Superintendents' Association, and president of the Knights of the Hickory Stick.

2. It is a far more important purpose of the teacher to evaluate school activities in terms of what they do to the boy or girl rather than to evaluate what the pupil does in school "subjects."

3. Pupils vary greatly in specific as well as general abilities, in traits, and in experiential background. For this reason, uniform achievement is not possible. All achievement requirements should be made in terms of each individual ability, experience, and need.

4. Fear of any kind is an unworthy stimulus for child development.

5. Irregular progress has too frequently been recommended for the sake of temporary adjustment but with total disregard for future development and happiness. This practice is unworthy of professional educators.

6. Irregular progress from retardation or acceleration offers less stimulation, than regular progress with one's own social group.

7. The issue is not one of passing or failing. It is, rather, a question of the school doing all it can for each child.

8. A teacher should never be asked to justify regular progress of a child from year to year. He must, however, be ready to justify, in terms of its effect on the long-time total growth, any deviation from this regular progress.

9. The practice of midyear promotion does not reduce the range of ability in instructional groups.

*Director of Instruction, Omaha, Neb.

Fordson Salary Schedule Involves Adjustments to Cost of Living

The board of education of the Fordson School District, at Dearborn, Mich., has taken a noteworthy forward step in the adoption of an economically adjustable plan for determining the salaries of teachers and other school employees. The schedule of compensating the school staff is intended to provide automatic adjustment to the cost of living and to obviate the necessity for the periodic salary campaigns with their attendant worries and disturbances.

The basic schedule provides as an assumption, that teachers should be paid a reasonable salary in keeping with the social importance and the civic value of their service to the community. Recognition should be given to the professional preparation of each individual and to any special difficulties which special forms of teaching or supervision may involve.

The initial studies upon which the schedule is based were made under the direction of Supt. Harvey H. Lowrey, who was assisted by members of his staff, and by members of the board of education. The officers of the Fordson Teachers' Club took a very leading part in making the adjustment possible.

The Basic Salaries Provided

In a statement to the board of education, Mr. Lowrey outlines the salaries to be paid:

"The minimum beginning salary for teachers is to be set at \$1,300 during the probationary period, and at \$1,400 for the year following probation. Such a salary is to be subject to an annual increment of \$100. The regular salary for any teacher shall be equivalent to the initial salary of \$1,300, plus \$100 for each accredited year of teaching in the Fordson district, counting no extra honor credits.

"Teachers or instructors with a master's degree shall receive \$100 more salary per year than those with a bachelor's degree, and an additional \$100 for a doctor's degree, and \$100 additional in the industrial department with a Smith-Hughes rating, and another \$100 additional with a Smith-Hughes Trade Training Certificate. The maximum salary for a bachelor's degree is \$2,500.

"Experience in other school systems may be evaluated under unusual conditions, making a possible maximum starting salary for a bachelor's degree of \$1,500, except teachers of classes for handicapped children subject to reimbursement, where the starting salary for the probationary period or the year following for experienced teachers may be increased further but not in excess of \$200, and not to the extent of violating in any way the spirit of this schedule, nor the policy of serving at least a year's probationary period.

"The salaries for chairmen, supervisors, directors, principals, clerks, auxiliary, and administration are also found within the schedule."

Adjustment to Living Costs

In the early studies of the Fordson salary problem it was suggested that the new

schedule take account of the living costs in Dearborn, which are affected by the fact that the community is a part of the Detroit metropolitan region. With this idea in mind, the board of education appointed a committee to investigate the St. Paul (Minn.) municipal salary adjustment plan, which is widely known as a most effective method of meeting from year to year the fluctuations in the cost of living. The Fordson committee spent two days in March, 1941, in St. Paul, examining the various aspects of the plan, conferring with state and local officials, and with representative citizens of the community.

The committee learned how the factors of making adjustments may be definitely applied to a school situation. In the course of its studies at home, the committee also examined the San Diego, Calif., plan, which was developed in 1933 on the pattern of the St. Paul idea. The teachers' salary schedule for Inglewood, Calif., which is somewhat similar and which combines two variable factors that change in accordance with local financial conditions and the cost of living, was studied. So, too, some attention was given to the plan in use at Santa Monica, Calif. In the last mentioned city, except for the Fordson School District, the only separate school program of adjustment of teachers' salaries due to living costs is in effect.

What the St. Paul Plan Provides

The salary standardization ordinance of St. Paul is divided into two main sections. This may be best understood from the following direct quotations:

"*Sec. I, Entrance Salary.* The compensation that shall be paid to any new appointee (provisional, temporary, emergency, or regular appointee) in any position classified in . . . the Civil Service Ordinance shall be the adjusted entrance salary applicable to the position. . . . All rates prescribed in this ordinance shall be deemed monthly rates unless otherwise mentioned.

"*Sec. II, Salaries Adjusted to Cost of Living Basis.* The compensation rates prescribed . . . shall be known as standard rates, and these standard rates, as adjusted . . . shall be the current initial salaries payable to new appointees. . . . These standard rates are computed as follows:

"1. For the purpose of this ordinance, with respect to salary adjustment, the year 1916 shall be used as a base. The rates shown . . . shall be the basic entrance salaries, and shall be deemed compensation for living conditions such as prevailed in the year 1916. The current entrance salaries shall be determined by adding or subtracting the respective adjusting percentages shown. . . . These adjusting percentages shall be computed as provided in the next paragraph.

"2. The cost-of-living index, prepared for June of each year by the United States Bureau of Labor Statistics, shall be used to ascertain the adjusting percentages on a cost-of-living basis. If the Bureau's statistics are not available to show the current changes in the cost of living in relation to the year 1916 for the city of St. Paul, then the Bureau's statistics as given for the city of the first class nearest St. Paul shall be used to determine the aforesaid adjusting percentages. For the purpose of this ordinance, the index to be used shall be as given in the

Bureau's table 5 or table 6, for the month of June of each year, or the equivalent table published under any other number or title. To convert the table from a 1923-25 base to a 1916 base, such index for the month of June of each year shall be multiplied by 1.60, and the result shall be the current index in relation to the year 1916. The increase or decrease from 100 (1916 = 100) shall constitute the adjusting percentage applicable to standard rates numbered 1 to 10 inclusive, and shall become effective on the following January 1. This adjusting percentage for the first ten standard rates for the year 1939 shall be 39 per cent, and thereafter shall be subject to revision as provided herein. The adjusting percentages during this period for standard rates numbered 11 to 26 inclusive, shall be as shown in column 2, of subdivision b, of this section. When the adjusting percentages for standard rates 1 to 10 are either increased or decreased through subsequent revision, as provided for in this section, the adjusting percentages for standard rates 11 to 26 shall be increased or decreased in the same proportion, i.e., the revised adjusting percentages for these higher standard rates shall bear the same proportion to their respective current adjustment percentages as the revised adjusting percentage for standard rates 1 to 10 bears to the current adjusting percentage for these rates. In revising the adjusting percentages for standard rates 1 to 10 inclusive, fractions of one half or more shall be counted as one, and fractions of less than one half shall be disregarded. In revising the adjusting percentages for standard rates 11 to 26 inclusive, fractions of less than one eighth shall be disregarded, and in determining the adjusted rates, each rate shall be computed to the nearest multiple of \$0.05. No change of rates shall be made unless the cost-of-living index shows a change of 2 per cent or more from the current adjusting percentage; and upon any such charge, the adjusting percentage shall automatically take effect."

Advantages of Plan for Fordson

In discussing the St. Paul plan with the Fordson board of education, Superintendent Lowrey called attention to the following features and major advantages:

"It will be seen from the St. Paul plan:

"(1) That salary and wages are expressed in a minimum number of basic rates, comparable to the ordinary teachers' salary schedule.

"(2) All increases in compensation for any given position or class are provided in a manner similar to the one followed in any ordinary salary schedule.

"(3) Increases and decreases in all pay levels are adjusted annually on the cost-of-living basis.

"The St. Paul plan has been in effect in their city since 1922 when it was adopted by Council ordinance. It will be understood that all adjustments made in accordance with the living costs are automatically adjusted as expressed by the index computed by the United States Bureau of Labor Statistics.

"The major advantages which have been claimed for the system are: (1) It eliminates the need for salary-schedule revisions whenever changes in living costs occur. (2) It insures equitable adjustment of salaries at all times. (3) It discourages discriminatory, unwarranted adjustments of salaries and also discourages 'pressure' efforts to obtain special salary considerations for favored groups. (4) It is regarded as an equitable basis for increases in taxes by the large taxpayers. (5) It relieves the council or governing body of recurring demands for salary increases since such increases are provided automatically.

"Adjustments are made only when the cost-of-living index shows a change of 2 per cent or more. Possibly 10 to 12 adjustments have been made since 1922 in the city of St. Paul. The last adjustment made as of January 1, 1940, was a consideration from 33 to 35 for all standard rates."

In practice, the plan at St. Paul has been most satisfactory to the community. The matter has been best summarized by Mr. Al Crocker, editor of the *St. Paul Pioneer-Dispatch*: "Municipal employees who come under the plan receive automatic, fair adjustments of salaries whenever living costs rise, while other employees such as teachers find it virtually impossible to get increases inside of three to five years after costs have risen." In this connection, Mr. Crocker suggested the desirability of reviewing the base salaries periodically, say every five years. He stated that the public has accepted the plan as being equitable to all parties concerned. The large taxpayers have accepted the plan as a justifiable basis for increases in taxes and, through it, are assured of decreases in taxes when business conditions and incomes decline. He indicated that a similar plan is now being considered in many labor-union agreements with employers, and pointed out that certain industrial organizations, such as the General Electric Company, are adjusting salaries on the basis of fluctuations in the cost of living.

Civic leaders in St. Paul feel that the plan eliminates pressure and political influences and makes it possible for all employees to receive justified salary rates without the annual wrangles, embarrassments, and illogical adjustments.

Fordson Adopts Plan

Upon recommendation of Mr. Lowrey, the Fordson board of education adopted the following resolution:

"Whereas, salary schedules exist for all employees of the Fordson School District, through which due recognition is given to classification, training, and years of service, but which do not reflect changes in living costs; and

"Whereas, the City of St. Paul, Minn., has for more than twenty years operated under a plan which reflects changes in the cost of living, as an added feature of the salary schedule, and according to a committee representing the board of education, the said plan operates to the mutual benefit and satisfaction of the employer and the employee alike; and

"Whereas, it is the desire of this board to maintain the present salary schedules, and at the same time, a proper relationship between the salaries paid its employees and living costs;

"Therefore, be it resolved, that the existing salary schedules of this district be amended to include a Cost of Living Salary Adjustment Plan for all regular employees on annual or monthly salary basis, the said plan to become effective on salaries earned after June 30, 1941, under the following provisions:

"(1) The salary schedules existing June 30, 1941, are established as a base and the average of the indices of costs of goods purchased by wage earners and lower salaried workers (cost of living index), for the period of 1935 to 1939, inclusive, as established by the Bureau of Labor Statistics of the United States Department of Labor and accepted as normal or 100 per cent.

"(2) Salaries for any fiscal year shall be as provided in the respective salary schedules, plus the variation above normal as shown by the cost of living index published by the United States Department of Labor, for the preceding December, except as follows:

"(a) The total of the adjustment of any salary above \$2,500 shall be the same amount as the adjustment of the salary of \$2,500.

"(b) Whenever the variation from normal of the December cost of living index is less than 2 per cent, the salary schedule shall be followed without adjustment.

"(c) The salary adjustment for the 1941-42 fiscal year shall be plus 5 per cent."

As a result of the adoption of the resolution stated above, the 1941 salaries of the Fordson teachers will be increased from \$70 to \$125 in order to effect the adjustment necessary to meet the requirements of the initial schedule.

The indices of the cost of living for Detroit, from March, 1935, to January, 1941, provide an interesting means of comparing the equivalent of \$1,000 purchasing power at the mean 1935-39 basic index. The following table will show the situation at a glance:

Date	Cost-Living Index	Equivalent of \$1,000 on 1935-39 Base
Mar. 15, 1935.....	94.2	\$ 942
Apr. 15, 1936.....	96.4	962
Mar. 15, 1937.....	102.7	1,020.70
Mar. 15, 1938.....	104.2	1,042
Mar. 15, 1939.....	99.8	998
Mar. 15, 1940.....	99.9	999
Jan. 15, 1941.....	101.0	1,010

In view of the rapid increase in the cost of living which is taking place at this time, both the teaching and administrative staffs and the teaching employees of the Fordson schools feel particularly happy over the new arrangement.

A Study for the Improvement of Typewriting Instruction J. R. Huffman¹

Typewriting like all other subjects, since its introduction into the curriculum, has undergone—and is still undergoing—remarkable improvements in instructional methods.

An experimental study was conducted in the Eustis High School for the years 1937-40, to see if it were not possible to improve the teaching of typewriting through better method, and to determine if the Word-Unit Method was superior to the existing plan of teaching the keyboard to beginning students in typewriting.

Each school year 40 students were subjected to the experiment. Registration was restricted to 20 students in each class. At the beginning of each school year the Kuhlman-Anderson I.Q. Test and the Progressive Achievement Test were given to the students in the experimental and control groups to determine their grade placement, mental age, reading age, and intelligence quotient scores. Eye tests were also given to determine the vision of the students.

The experiment for each school year covered the same practice material for both groups, except for the first three weeks of the study. Great care was exercised to hold constant every factor likely to affect the progress and achievement of the two groups except the experimental factor, that is, the manner in which the keyboard was presented. The classes met daily for a period of 60 minutes. The experimental group met each day during the fourth period, and the control group met during the fifth. The two groups met in the same room, used the same typewriters, and were taught by the same teacher. The manner in which the keyboard was presented was the only variable in the experiment.

To both classes the proper position at the machine was described and demonstrated in the same manner. The students were taught how to insert paper into the machine and how to use the paper release lever to adjust the paper and remove it from the machine. They were then shown how to release the marginal stops. Enough practice was given in inserting and removing paper so that the students could do it with ease and without hesitancy. Practice was given until they had mastered the home-key position of the hand and fingers on the keyboard.

The work was presented to the "part method" class in the following manner: A

¹Eustis High School, Eustis, Fla.

keyboard diagram wall chart with characters was displayed in front of the room. The students were instructed to assume the proper home-key position on the typewriter. With eyes focused on the wall chart, the tapping exercises began with presenting the letters on the keyboard as individual isolated keys in combinations of nonsense syllables, such as, fff, jjj, fff, jjj, fff, jjj, etc., until all the characters on the entire keyboard had been learned as to position, location, reach, and touch. After the students in the "part method" class had learned the characters on the keyboard as individual isolated keys and nonsense syllable combinations, they were then given exercises in writing words and sentences.

In presenting the keyboard to the "word-unit-method" class, individual letters and keys were never mentioned or brought to the attention of the students. The words were presented as a unit, so that the sight of the words would stimulate the responses necessary for the execution of each word as a unit instead of separate and individual letters. The work was presented to the "word-unit-method" class in the following manner: A keyboard diagram wall chart with all the letters blanked out was displayed in front of the room and marked off, showing the section to be used by each finger and also the home-key position. The students were then instructed to adjust the ribbon-shift lever so that no impression of the keys would be made on the paper during the tapping exercises to prevent the students from getting any impression of the location of the keys individually.

After one period of the tapping exercises the students were started on actual typing. After they had assumed the proper position at the keyboard, the word "is" was written on the board and pronounced simultaneously by the entire class at the time instructions were given for writing it. Then the students were instructed to place the second finger of the right hand on the third bank of keys and by striking it and the third finger of the left hand on its home-key position to write the word "is." When the word "is" was being written by the class, the teacher was in front of the room, pointer in hand, illustrating the necessary movement of the fingers for the proper execution of the word "is" on the typewriter. After each member had written satisfactorily several lines of the word "is" the necessary instructions were given in the

same way for the words "she" and "here." After these words had been presented and thoroughly drilled, the students were taken into sentence writing, using the shift key. The sentences used were "She is here." "Here she is." Other words were introduced and drilled upon and expanded into sentences until every key on the keyboard had been mastered as to location, reach, and touch. The work then proceeded from sentences to short paragraphs, straight material, and letters.

For comparison of test results, students in the experimental group were paired individually with students in the control group in regard to grade placement, mental age, reading age, and intelligence quotient. The test results obtained by each group were determined by the use of Student's Typewriter Test issued by the Typewriter Educational Research Bureau. The tests were given in the same room, on the same day, on the same typewriters, and graded according to the latest International Contest Correcting Rules, which restricts the number of errors on test papers to 1½ per cent of gross words written. The test results of the two groups for the school years 1937-40, are shown in the tables below.

SUMMARY OF TEST RESULTS, SCHOOL YEAR 1937-38

	GROUP E			GROUP C		
	Average Speed at the End of	Speed per Minute	Errors	Speed per Minute	Errors	Papers within Error Limit
6 Weeks	18.30	2.90	12.40	4	30%	20%
12 Weeks	28.85	3.85	21.40	5.05	50%	5%
18 Weeks	33.25	5.50	24.20	9.70	65%	5%
24 Weeks	36.65	6.65	28.25	11.20	95%	45%
30 Weeks	40.20	9.20	30.40	10.75	80%	60%
36 Weeks	43.55	9.05	30.55	10.40	85%	50%
Total:	200.80	37.15	147.20	51.10	405%	185%
Average:	33.92	6.19	23.53	8.52	69%	31%

The difference between the average of the two groups shows that the students in the experimental group averaged 9.39 net words per minute more than the students in the control group, made 2.33 fewer errors per students, and had 37 per cent more students with papers that qualified under the 1½ per cent error limit rule.

SUMMARY OF TEST RESULTS, SCHOOL YEAR 1938-39

	GROUP E			GROUP C		
	Average Speed at the End of	Speed per Minute	Errors	Speed per Minute	Errors	Papers within Error Limit
6 Weeks	21.85	2.10	12.10	7.05	75%	5%
12 Weeks	30.90	2.20	18.35	5.50	90%	10%
18 Weeks	33.85	3.40	27.25	6.55	100%	25%
24 Weeks	32.30	5.70	27.15	7.25	95%	50%
30 Weeks	36.45	6.10	30.25	8.55	100%	40%
36 Weeks	40.05	6.30	31.35	7.25	100%	50%
Total:	195.40	25.80	146.45	42.15	560%	180%
Average:	32.56	4.30	24.41	7.02	93%	30%

The difference between the average of the two groups show that the students in the experimental group averaged 8.15 net words per minute more than the students in the control group, made 2.72 fewer errors per student, and had 63 per cent more students with papers that qualified under the 1½ per cent error limit rule.

SUMMARY OF TEST RESULTS, SCHOOL YEAR 1939-40

	GROUP E			GROUP C		
	Average Speed at the End of	Speed per Minute	Errors	Speed per Minute	Errors	Papers within Error Limit
6 Weeks	21.95	1.40	17.05	6.80	90%	15%
12 Weeks	30.15	1.85	22.95	5.25	100%	25%
18 Weeks	31.95	3.95	28.55	6.65	95%	35%
24 Weeks	34.35	6.40	27.90	8.75	75%	40%
30 Weeks	37	6.90	31.20	8.95	100%	65%
35 Weeks	40.10	6.33	34.45	7.95	100%	60%
Total:	195.50	26.83	162.10	44.25	560%	240%
Average:	32.58	4.47	27.20	7.34	93%	40%

The difference between the average of the two groups show that the students in the experimental group averaged 5.38 net words per minute more than the students in the

control group, made 2.87 fewer errors per student, and had 53 per cent more students with papers that qualified under the 1½ per cent error limit rule.

In conclusion: The test results of students in the experimental and control groups paired off on the basis of grade placement, mental age, reading age, and intelligence quotient scores for the three-year period of this study show that the experimental students were far superior to the control students. Each year the experimental students taught by the "word-unit-method" were superior to the control students taught by the "part method" in regard to net words written, fewer errors on speed test papers, and a greater percentage of students with papers in the 1½ per cent error limit rule. This comparison seems to indicate that students taught by the "word-unit-method" will have a far greater advantage over students taught by the "part method" in regard to typing proficiency, skill, speed, and accuracy.

This Business of School Feeding—III

George Mueller¹

"Yes sir-e-e-e! Strictly according to specifications," is a phrase often expressed by almost every purchasing agent when referring to some item he has purchased. The term "according to specifications" has always implied an element of infallibility and absolute perfection to the goods so labeled. Such a condition can be accepted as factual, however, only if the "specifications" are themselves complete and impossible of misinterpretation. It is one purpose of written specifications to clearly set forth the "minimum" standards that will be acceptable to the purchaser. The inexperienced purchasing agent often learns to his sorrow, however, that "specifications and open bids" are double-edged cutting instruments. The prospective vendor or seller, faced with a competitive bidding condition, must interpret the specifications as setting forth the "maximum" standard in the goods to be furnished, and any item not completely covered will be neglected as much as possible. It is hardly surprising that this should be the attitude assumed by the vendor when the highly competitive nature of modern merchandising is considered. Clearly then, standards are set when specifications are written and it becomes a matter of great importance that certain principles be kept in mind when writing specifications.

Theory of Specifications

The general theory back of the issuance of specifications is at least threefold. A concisely detailed written or drawn description of the particular articles desired, makes that want known, in the same degree, to all those in a position to fill such a want. This latter fact serves as the second theory for specifications, for it prevents any accusation being leveled against the purchasing agent of attempting to favor one particular dealer or

even one particular make of article. True, such an accusation cannot always be avoided. Though it must always be the wish to make specifications as competitive as possible, the responsibility of setting limits, to uphold quality, cannot be avoided. As a third purpose for specifications, we advance the fact that such specifications serve as a permanent record for future comparison when the successful bidder either delivers the goods or renders the services as contracted under the specifications.

Ordinarily, therefore, writing specifications is not a matter to be taken lightly, but on the contrary, a task demanding thought, study, and full knowledge of the import of the theory of written specifications. With this in mind, we may proceed to check the practical points to be remembered in this important task.

Practice of Specifications

Shakespeare had the plot of one of his most popular plays, "The Merchant of Venice," hinge upon the results of a poorly drawn specification. Before starting on the task of writing, the school feeding director should thoroughly familiarize himself with pertinent facts regarding the articles to be purchased. No source of information should be overlooked—least of all, the different salesmen representing competitive lines. It is not only fun to know what you buy—it should also be a source of personal pride. When bonds are required and when a claim for liquidated damages may occur, the wise purchasing agent will consult the attorney for the school.

No intelligent food specifications can be written unless the desired quality and the desired yield is predetermined. Even when quality is specified according to generally accepted standards, room for honest differences of opinion regarding flavor, color, and quality must be allowed for and usually the

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Specifications Important for Effective Buying

actual cutting and testing of the goods, with the purchaser the sole determining agent, must be provided for in the specifications.

A close check of delivered goods will be of particular importance as we enter a period of distinctly rising prices. A delivery of 9-10 count peaches (halves) would represent a 26 per cent less yield than a 6-8 count table peach. Similarly, light packs of pie fruit—cherries, blackberries, apples—might seriously upset food cost calculations. For interestingly enough, prices paid for food are not in direct proportion to the yield when sold.

Specific Specifications

Space will not permit full recording of some important specifications sent out each year by school feeding directors. Because of the important part they play in daily cafeteria sales, a few high points regarding specifications for bread, ice cream, and milk will be given.

Where school feeding units must depend upon established local firms for their bread supply, they can, nevertheless, assure themselves of a fine quality bread by basing bread specifications upon the best formula in use. To depart radically from "regular run" would very likely be impractical, financially.

The 1941 school feeding director will, of course, want bread made from the new, indorsed fortified flour. Patent flour, percentage of milk solids, shortening, and sugar content are other factors which should be determined upon before a contract is made. With bread, as with other items, yield is important in figuring food costs. For this reason, weight, size, and thickness of slice are other points the wise cafeteria manager will check.

Ice cream is an item whose sales loom large on most cafeteria sales sheets. We have standardized on brick ice cream as being most satisfactory in every way. Specifications call for 14 per cent butterfat, an overrun not to exceed 90 per cent, bacteria count not to exceed 50M, and the use of natural flavors and choice fruits and nuts only. This contract carries with it a penalty clause for failure to comply. Proper fulfillment is determined by tests made by disinterested public testing laboratories.

Milk must, of course, conform with city health department requirements, average at least 3.8 to 4 per cent butterfat and be delivered, iced, when weather requires.

Specifications which might be termed factual, that may be checked by actual test, are comparatively easy to enforce. The director's real gift for management is required when produce cannot be delivered to all units at the same time early Monday morning; when the laundry has returned towels or aprons more stained than when they were sent; when the meat truck breaks down and there's only a hour until lunch time. If only some specification to eliminate errors in human na-

ture—unavoidable, but catastrophic to the unit manager—could be written, then specifications would indeed be complete.

A Quick Look at the Markets

The prediction made several months ago that even a more acute shortage of metals for civilian use would develop and that an expected upward swing of at least 25 per cent in prices for popular school cafeteria foods would exist, now seems to have become a reality. The announcement of the full withdrawal of 18-8 stainless steel for fabricated equipment and of the withdrawal of aluminum for further use for kitchen utensils is but another indication that all production facilities must be utilized for one purpose, defense production. Coupled with this, is the discontinuance of nickel-silver blanks for the institutional plated knives, forks, and spoons in use in most school cafeterias.

It is agreed that "fear buying" and the general acceptance by the public of "inevitable price increases" had tended to give an added impetus to the price spiral. Without doubt, future quotations have been perhaps as much influenced by this mass demand as by actual higher production costs. Naturally, the uncertainties of government demand has further complicated the market. The future prices of such items as have been announced, carry an easy 20 per cent markup from future prices named on these same articles last year.

Attention of those charged with the purchase of school cafeteria supplies is naturally centered upon the policy of price control being formulated under the direction of Mr. Leon Henderson. Doubt regarding the immediate success of price control is expressed, though ultimate need of such an act to curb inflation, is generally accepted.

A great deal of speculation naturally exists as to what level food prices must rise, before the government feels such a ceiling a necessity. With legislative encouragement for higher prices in the parity group, with deserved recognition of the need for better wages for labor, it hardly seems consonant with those policies that the rise in price of foods will be stopped before they reach a level well above that existing during the past few years.

We, who remember pre-'29 days, are haunted by \$18 RSP cherries, \$32 sugar, 63 cent black pepper, and \$12.50 navy beans (low for 1941 of these articles was \$5.50, \$4.50, 14 cents, and \$4.40). Clearly, we are in another seller's market, a seller's market not caused by a shortage of goods—in most instances—but by competitive mass demand for immediate fulfillment of their demands. I wonder if this is a year in which to buy short? I believe opening prices on foods will be maintained or even hiked, but I believe, in the face of our actual and potential food reserves, that the peak in food prices must come within another season.

SPIRIT WAX vs. WATER WAX

D. E. Smalley¹

In the past several years the relative merits of spirit waxes and water waxes have been subjects for much debate. Usually the water waxes have won the argument, but they win for two very good reasons. One of the reasons is to be found in the fact that their most active exponents are the manufacturers who make them, and the other reason is that they have been given a preponderance of advertising.

It is probably safe to say that two thirds of the institutional and other large users of floor waxes will express a preference for water wax emulsions. But, is this preference of trade paper writers and users a reliable answer to the question? As one who has worked with both types of floor waxes for more than 10 years and who has no earthly reason to be biased either way, I say it is not.

Both laboratory and practical tests have proved time and time again that a good liquid spirit wax has several times the durability of an equally well-made water wax. I designate the liquid form of spirit wax, excluding the paste form because the latter is more difficult to apply and lacks the adhesive qualities of the liquid. There is a reason for the greater durability of liquid spirit wax.

Spirit waxes are made by melting the waxes and adding a solvent, such as naphtha or turpentine, to keep the waxes in liquid form. Water-emulsion waxes are made by using an emulsifying agent which actually surrounds each tiny particle of wax with a thin layer of soap. Even though no soap is used in the manufacturing process, a form of soap is evolved, and it is this soapy film around the particles of wax which makes the finished product a more or less stabilized emulsion.

As you undoubtedly know, no soap of any kind has resisting qualities under friction, and when it is combined with wax in a water emulsion the wax itself is softened and weakened thereby. Therefore, the film on the floor contains in soap an element introduced simply for expediency in applying the wax but remaining as a detrimental part of the film.

In the case of the properly made spirit wax, the only element introduced for expediency is the solvent, and this quickly and completely evaporates, leaving only pure wax on the floor. No useless ingredient, whose temporary function is completed, remains to embarrass the useful portions. You have pure wax in its natural form from beginning to end, and it is the wax alone which preserves and beautifies the floor.

But the fact just recited is not the only

¹Brazil, Ind.

Well Kept School Floors Depend

advantage of the spirit wax. Water wax emulsions must use only carnauba wax, or close substitutes of carnauba, in order to obtain the self-polishing effect. No floor wax is very efficient without carnauba wax, but neither is any floor wax thoroughly efficient when made entirely of carnauba wax.

In Europe the floors of great buildings were preserved and beautified for centuries with beeswax. The wax produced by bees is tough, flexible, and practically indestructible. It has much better adhesive qualities than carnauba wax. You have seen old-time shoemakers and harness makers pull their threads through beeswax to give them added protection and strength.

Beeswax can be used in liberal proportions in spirit waxes, but it is generally taboo in self-polishing water waxes. There are water-wax emulsions containing beeswax but, unless used in negatively valuable proportions, they do not dry bright. When an effective proportion is used, they must be buffed, and the user still has the objectionable soap content.

Balanced Waxes Best

Actually the most durable floor wax is made of properly balanced proportions of carnauba and beeswax, with sufficient varnish gum to increase the adhesive qualities but not enough varnish gum to make the floor tacky.

Carnauba wax is too hard and brittle to use alone in a spirit wax, but the addition of beeswax gives the necessary pliability and cohesion. It can be used alone in the water-wax emulsions only because the soap content softens it, the soap serving in this way the office performed by beeswax in the spirit wax

but without adding the valuable qualities of the beeswax.

To be sure, with the spirit wax there remains the burden of buffing, but even the self-polishing water waxes should be buffed occasionally. Regardless of how well they are made the floor waxes of all types are susceptible to mars from traffic. If they did not mar, they would crack and disintegrate like varnish. Floor waxes are used because they are pliable, and because they are pliable they show marks from pressure.

These mars are easily removed and the original gloss may be restored by buffing and since the usefulness of any wax is prolonged by buffing, the spirit wax actually presents no extra burden over the water wax.

As said earlier in the article, a preponderance of advertising has popularized the self-polishing wax at the expense of the spirit wax. This preponderance of advertising is justified because self-polishing water waxes have proved to be a boon to the housewife. In the great retail field water wax has very deservedly taken the place of the spirit wax (both liquid and paste) because the average household has no means of buffing except by the old laborious hand method. True, the housewife could rent a small inadequate polisher at the drug or furniture store, but the machine does a questionable job at best and causes extra trouble and expense.

For household use, I say the spirit type wax can no longer serve a purpose. Its greater durability is not needed around the rugs of the home, and merely because the water wax must be applied oftener, no special labor problem is involved.

But in the case of large floor areas, electric floor-polishing machines are now in almost universal use. They are being used to polish the floors anyway, so the use of longer lasting spirit waxes present no handicap.

It has been said recently by a large maker of water-wax emulsions that spirit waxes are injurious to linoleums, whereas the water waxes are not. I believe he bases his conclusion on the theory that the solvent of spirit waxes have a tendency to dissolve the linoleum. Nothing could be further from the actual fact.

The type of naphtha best suited for spirit waxes is not a solvent for oxidized linseed oil, the binder of linoleum. But even if it were to some degree, its very temporary contact during the process of application could not possibly be harmful.

On the other hand, the usual emulsifying agents used in water-wax emulsions are solvents of oxidized linseed oil, especially borax, ammonia, and other alkalies. Generally they do no harm because as in the case of the naphtha in spirit wax, the contact is too temporary.

It is understood, of course, that on certain types of floors, only the water waxes are suitable. Among these certain types are rubber, asphalt, and other materials soluble in naphtha. But for wood, linoleum, cement, even darker terrazzo and tile, the liquid spirit waxes will serve best. Certainly there is no finer, more durable, and more practicable finish for wood floors than one built up from the "raw" by successive coatings of a good liquid spirit wax. The results, after a time, approximate those on the classic floors of Europe.

Janitorial Tools, Materials, and Supplies for Use in School Building Maintenance Jens Flikeid¹

(Continued from July Issue)

Kittul Fiber

This fiber is obtained from the older broad sheathing bases of the kittul palm tree, grown in the hotter parts of India, the Malay peninsula, and the Dutch East Indies. This tree grows to a height of 60 feet and has a slender trunk.

Though no definite information is available as to the procedures used in working the fiber from the leaf stems, it is presumed that it is very similar to that used with piassava and palmetto fibers.

The natural color of this fiber is brownish black, and for the brush trade it is oil dyed, giving it a glossy black appearance. It is fairly high priced, and is not used extensively in ordinary brushes.

Palmetto Fiber

Palmetto fiber is obtained from the roots, or leaf bases, surrounding the terminal bud of the cabbage palmetto tree. This tree reaches a height of 60 feet and is a native of the Florida swamps, the Bahamas, and Cuba. Palmetto is the only brush fiber produced in the United States on a commercial scale. It is one of the most difficult to produce and is, therefore, one of the most expensive.

The buds, including the leaves surrounding them, are given a thorough cooking and steaming, after which the fiber is separated by hackling and combing away the pulp. A comparatively small amount of fiber is obtained from each bud. The fiber is later oiled and cured, which makes it extremely flexible and durable, and gives it the rich, red color.

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Palmyra, Bassine, Rice Root, Cocoa Fiber

Palmyra fiber comes from a palm tree found near Palmyra, India, and adjacent territory. It is similar in appearance to African bass, therefore some informants claim that it is a grade of bass. This fiber is quite cheap and is generally not very strong. It is usually found only in cheap brushes, and is used for mixing with other fibers.

It is presumed, because of the lack of definite information about the source of *bassine*, that it may be a trade name, used by certain importers of manufacturers, for a grade of bass. It is a little higher in cost than palmyra and is tougher and more flexible. Brushes made of this material are quite satisfactory for a number of purposes, and do not cost much.

Rice root, or *zacatan*, is a stiff, crinkly, yellow fibrous root fiber, obtained from a large bunch grass found at altitudes of from 500 to 2000 feet on mountainsides in Central Mexico and Guatemala.

The fiber is obtained by loosening the dirt from around the clumps of grass, prying out the root, and washing off the dirt in adjacent streams. The material is then dried in the sun, bundled, sorted according to quality and length, then baled and shipped. This fiber is used mainly in creamery, brewery, scrubbing, and horse brushes. However, there is very little demand for it at present.

Cocoa fiber is obtained from the outer husk of the coconut, and is produced mainly in Ceylon and along the Malabar coast of southern India.

The coconuts are picked before they are fully ripe, after which the

on Good Materials--Rightly Used

husks are split off from the nuts by crushing them down on sharp stakes set upright in the ground. The husks are then buried in sand or placed in pens along the sea coast, where they will be covered with water at high tide. They are left here for at least six months until the pulp rots. They are then split further into segments and beaten with mallets to crush the pulp, after which the segments are held by hand against rapidly revolving spikes, which comb away the pulp and short fibers, leaving the longer fibers in the hands of the workmen.

Since this fiber is tapered at both ends and cannot be butted, it is not used very much for brushes, but for making fiber door mats. It usually contains many weak and rotten strands, which must be combed out carefully, if it is to be used in brushes.

Boar Bristle

Boar bristle is obtained from both the wild and tame boars of Russia, China, and India. Small amounts are also obtained from parts of Germany, Poland, Lithuania, and some of the Balkan countries.

The best boar bristles are obtained from the coldest climates. The Russian and North China bristles are considered to be the best, and the bristles from southern countries, such as India, are assumed to be the poorest.

The best grade of bristles is obtained from boars that are more than four years old; the older the animals are the longer and stronger are the bristles. The longest and best bristles are obtained from the back of the neck, beginning at the head, running almost halfway to the tail; the remainder of the back and the upper sides of the boar produce a shorter and poorer grade of bristle. The bristles become poorer and shorter as they advance down the sides. The poorest grade is found on the belly. Experts claim that only from 1½ to 2 pounds of good bristle can be obtained from most boars; however, as much as 6 pounds of usable bristle have been taken from a 10- to 12-year-old animal.

The boars are killed, in most cases, and the bristles are pulled out before the animal becomes cold. Many pounds of bristles are picked up each year from the ground around trees, stones, fences, and prepared rubbing stations placed on paths where the boars are known to travel.

Bristle grades are numerous and only an expert can distinguish between them. Bristles come mainly in white, black, gray, and grayish-brown colors. The black bristles are obtained mainly from the northern part of China, and the very best of these are used in good high-grade varnish brushes. The gray, white and brown, and pure white bristles are found mainly in Russia, Poland, and extreme northern parts of China. Most of these bristles are bleached white, dressed, and used in the manufacture of toothbrushes and similar brushes. Many are also used in the manufacture of industrial brushes.

The tips of boar bristles are split in two, and this is called the flag. The depth of the split or length of the flag is one indication of the grade of bristle. The shortest flags usually indicate the best grade of bristle, and the longest flags are indicative of the poorest grade. A rough, coarse, scaly bristle with a long flag usually is considered to be a very poor grade, while the smooth, live-looking bristle with the shortest flag is a good grade. Russian and Chinese bristles are generally found to have short flags, and are smooth and flexible. India bristle is generally quite coarse in texture and has a long flag and is less flexible than the Russian and Chinese bristles.

There is a shortage of bristles in the United States at present, presumably because of the war in China and because the Russians are eating more boar meat than formerly. Prices are quite high, and substitutes are used more often, especially where competition is keen.

Substitutes for bristle, most often used, are istle or Tampico fiber and horsehair. When *Tampico fiber* is used as a substitute, it is generally dyed and sometimes even polished so that in general appearance it can pass for black bristle. It has, however, neither butt nor flag and is practically the same thickness throughout and woody in appearance. It is very likely to break off when bent double, and smells like wood when it is burned.

When *horsehair* is used as a bristle substitute, it is split at one end to resemble bristle. A stiff grade of horsehair is used, which differs from bristle in that it is the same thickness throughout. Since it comes from an animal, it resembles other animal and human hairs when placed under a microscope, and it also smells like bristle or human hair when burned. One way to distinguish horsehair from bristle is to bend it double; if it does not spring back, but remains kinked, it can be assumed to be horsehair. Also take hold of the two ends of the split flag and pull. If it is mechanically flagged horsehair, it will generally break off; if it is boar bristle, it will split evenly from end to end. The butt of a bristle can be plainly seen if the entire bristle can be exposed.

Good bristle is so flexible that it springs back, leaving no kink after being bent double. It is slightly tapered from the butt to the tip. Even the poorest grade of bristle is better for floor brushes than the best of the substitutes.

Nylon is the name of a synthetic bristle made of coal, air, and water. This material is being used as a substitute for bristle in toothbrushes, but from available evidence, it is still too expensive and too stiff to work well in floor brushes. Nylon is the same size throughout and is almost glassy in appearance. It is exceedingly tough and quite flexible. It should undoubtedly wear well, but it has neither the snap nor life of boar bristles, as it is too thick at the tip.

Horsehair

The stiffest horsehair comes from Australia and Brazil, though some is obtained in the United States, especially from the northern states. Like bristle, horsehair comes in black, white, gray, and gray with a brownish tint.

General Comments on Floor Brushes

All-bristle floor brushes will last longer than brushes in which other materials are combined. However, they are not so effective for the job of sweeping. Since each bristle tapers from the butt to the tip, the sweeping ends of an all-bristle tuft is quite a bit smaller than the butt, causing it to be pinched together at the tips, instead of fluffed out. The addition to each tuft of a little horsehair and fiber, both of which are the same thickness throughout, will tend to spread out the tips of the tufts and will make the sweeping edge of the brush more full. The brush, consequently will be more efficient for sweeping work.

The fiber because of its stiffness, assists in keeping the tufts stiff, and the horsehair, because it is so limber, assists in picking up the finer dust that slips by the stiff fiber and the flexible flipping bristle. (The No. 2 floor brush described in earlier paragraphs of this series contains what is considered to be a very good combination of these three materials.)

If cost must be considered, the bristle content of a brush can be reduced to 50 per cent; the good horsehair can be increased to 30 per cent; and the Tampico fiber can be raised to 20 per cent. Any combination of these materials in nearly these proportions will be satisfactory. A cheaper bristle can also be used. To economize still further in the purchase of floor brushes, horsehair and Tampico fiber can be combined without any bristle, or a 100 per cent stiff horsehair may sometimes be found satisfactory.

Brush manufacturers will make floor brushes of any combination of these materials, or with palmetto or other fibers in the inner rows, and almost any combination of materials in the outside rows. In short, they will make brushes to order, if a quantity purchase is made, and if special problems requiring such need are found to exist. The cost of the brushes will decrease in proportion to the amount of fiber used in them, because fibers are cheaper than either bristle or horsehair.

Since about a pound of material is needed to make a 16-in. floor brush, and floor bristle prices range from \$3 to \$6 per pound; horsehair, about \$1 per pound; and polished and dyed Tampico fiber, about 30 cents per pound, it is not difficult to perceive the saving involved in using combinations rather than all-bristle floor brushes.

(To be continued)

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

The Employment of Teachers

THE season of the year when appointments and dismissals of teachers are made is just behind us, and has revealed the usual eruptions and unpleasanties. Perhaps these cannot be avoided if the schools are to carry on and be properly manned.

The experience of the past few months has shown that at least two evils of teacher employment are growing in spite of the efforts of professional organizations and superintendents. The new entrant into the profession is having an increasingly difficult time to find an employment because more and more school authorities demand experience as a prerequisite. In nontenure states there has been a widespread tendency to dismiss older teachers for the mere moneysaving; in states within tenure laws, dismissals have been made for similar reasons among the two- and three-year teachers who have not yet achieved permanent office.

In the selection of teachers experience is a valuable factor. Too frequently, the inflexible rule demanding from one to three years of service imposes a hardship on the new graduate because it drives him to accept employment in the smallest, the poorest, and the least progressive schools. The larger school systems say in effect that they are unwilling to induct the beginner and to make a fair contribution to the development of the new talent which must constantly flow into the profession. The professional executives are unwilling to accept the word of the teacher-training institutions that the graduates they recommend are actually ready to teach. If all the children in all communities are equally important as prospective citizens, it seems only fair that all school systems should devise means of sharing the duty of recruiting teachers by making at least a percentage—say one half of the new positions—available to beginners, and of setting up a definite plan of training the cadets or novices.

The second evil of teacher employment occurs only in spots but seems to be most prevalent in the middle west. There are school authorities here and there, who annually, drop some of their well-trained teachers and employ the inexperienced at a lower salary schedule. That may be one way of solving the problem of the inexperienced teacher, but the practice is nevertheless reprehensible, and should be stopped.

In discussing this subject, an Indiana editor recently said:

It is a question as to how much influence the county superintendents can wield in persuading trustees to retain experienced teachers instead of hiring newcomers for no other reason than a lower salary scale. The superintendents are dependent on the votes of the trustees for their own jobs. Some trustees are businessmen, who meet their responsibilities admirably. Many rely on the superintendent for advice on purely educational matters. The trustees who use educational authority for political or personal advantage are stimulating the demand for establishment of the county as the educational unit.

The discussion above leads to the inference that while the inexperienced teacher is excluded in some school districts, she becomes the victim in other districts where the bargaining school official buys teaching talent at the lowest market price. Thus, discrimination against the inexperienced teacher not

only deprives her of an opportunity in one school district, but it actually fixes a lower compensation for her in the other.

It would seem, therefore, that a rule which recognizes only the experienced teacher does not manifest a proper attitude toward the teaching profession as a whole. It would be far more equitable and fair that every school system accept its due quota of new entrants to the teaching profession along with those who have years of experience behind them.

The Schools in National Defense

IN A joint statement by the executive secretaries of the three leading professional associations of educators, the record of American schools for defense has been pointed out to President Roosevelt:

On July 1 the schools of the nation complete the first year of training for defense industries conducted at the request of the Federal Government. The patriotic loyalty of school board, school administrators, and teachers throughout the country has made possible a unique record, but it is a record which we pledge you to surpass during the coming year.

During the first year of defense training, the schools have performed these services to the nation in the emergency:

They have trained more than a million and a half persons for defense industries. This, we may add, is more than twice the number which education promised to train with funds allotted by Congress.

They have mobilized more than 10,000 city and rural schools to give defense training.

They have mobilized 142 colleges of engineering (90 per cent) to give short-course training to more than 110,000 engineers.

They have adopted in more than 500 communities the motto, "We never close," in order to use vocational school equipment 24 hours a day.

They have given training to half of all the workers hired by expanding aircraft industries.

They have helped more than 50,000 WPA workers to leave relief rolls and enter defense industries.

They have provided vocational defense training at the low average of 21 cents per man-hour.

They have operated this program at an overhead cost to the Federal Government of approximately 1 per cent.

The school boards of the nation, Mr. President, have been glad to make available to the Federal Government in this crisis their investment of more than \$1,000,000,000 in plant and equipment. The school administrators and teachers have willingly labored long hours overtime to carry defense training forward without slackening their efforts to maintain regular daytime programs.

We also take pride in the fact that education's record in defense training is also a record of the strength of democracy. Defense training programs have been planned and carried forward with the advice and counsel of more than 1000 state and local advisory committees with equal representation of labor and employers. On these committees approximately 3500 labor leaders and 3500 industrial leaders, assisted by more than 5000 consultants representing NYA, WPA, and local employment services, have given many hours of serious consideration to the development of training in the best interests of the local communities and the nation as a whole.

We are especially pleased to note that the Congress and the administration have seen fit to unify the training responsibilities in the official education arm of the United States Government—the United States Office of Education, and to draw upon the immense resources of our state and local systems of education. These systems have been built up over 100 years through the conscientious devotion of citizens and educators, and they now stand ready to serve the nation in time of need.

As the crisis deepens, the Federal Government may have occasion to call on the forces of education for contributions to defense both greater and wider than the present program. We assure you, Mr. President, that the 1,100,000 teachers and school administrators and hundreds of thousands of members of school boards in the United States pledge you to answer any call with the fullest measure of loyal service.

The record is one to be proud of, and suggests in a small way, the enormous reserve of educational service available to the United States in periods of distress and crisis.

The One-Man School Board

NO SCHOOL administrative body is free from criticism. Even the most efficient group must be prepared for irritating comment, ranging from malicious charges to meaningless gossip. School personnel, parents and pupils, and citizens generally, may be expected to participate in the comment on a board's doings. All that is a concomitant of the democratic process.

Occasionally, a critic charges that the community is afflicted with a one-man school board. The implication is that a single individual dominates the policies and the program of the schools, that he is in effect a boss, and that his associates are mere figureheads who vote at his bidding.

One-man domination of a school situation is rarely a blessing. True, some member may be exceptionally well fitted for leadership. He may have long experience in the presidency of the board, or in the chairmanship of an important committee. If he has a broad philosophy of life and an understanding of the purposes and opportunities of education, he may render a most valuable service. So long as he acts with tact and wisdom and is regardful of the rights and needs of all classes of the community, his social and political usefulness may be unquestioned.

But, it is hardly a healthy situation for any community to be dependent for its policy-making and legislative functions to be in the hands of one individual no matter how able and beneficent. The underlying idea of the multimembership of school boards rests on the experience that democracy is not safe when entrusted to one man. The collective ability and judgment of three to seven men and women on a school board is the only safe means, in the long run, for balanced judgment, unselfish action, and the unbroken continuance of the democratic tradition.

The board of education is, and must reflect, in the highest measure the ability of the community to govern itself, to perpetuate its best principles of government, and to offset the selfish forces of classes and groups. The thought here is not so much the destructive forces of subversive issues, of dishonest politicians, or even of class conscious industrialists and financiers. It is rather the necessity of bringing to bear upon the educational progress of a community all the constructive forces of which it is capable — the labor, professional, religious, business, taxpaying groups — its idealists, homemakers, and humanitarians.

The one-man board of education is usually a myth. Where any strong tendency to one-man control manifests itself, the collective action of the school board and of the superintendent should put an end to it.

The School Board: Steppingstone to Political Preferment

THE citizen who aspires to board-of-education membership is usually actuated by a desire to render a worthwhile public service. He has no other ambition than to promote the physical, mental, and moral welfare of the rising generation and thus make a contribution to useful citizenship. In fact, he is, as a rule, prompted by high motives in serving the youth of his time and thus make for the perpetuity of a democratic country.

But, there also comes along the citizen who regards a school-

board membership as a steppingstone to higher political honors. He aims to keep himself in the public limelight through the dramatic and sensational in school-administrative deliberation. He shocks his associates by shouting for reforms, by invading the professional domain, and by resorting to oratorical flights and demonstrations.

The seasoned and experienced school administrator knows that radical reforms and departures are not in the cards. A school system is the creation of many years and many minds, and does not lend itself to violent changes and innovations. Thoughtful deliberation and circumspection lead to wise conclusions in rearing a school system.

The antics of the political aspirant may include various forms of attack on the regular order of things. The adjustments which have been offered through years of experience and experiment between the business and professional factors of a school system may reveal here and there trivial flaws or shortcomings. The politicians may see them, enlarge upon them, and seek to make out a case which calls for radical reforms.

The public mind is easily disturbed when the irregular and unusual in the transaction of public business is charged, but a second look will usually reveal the truth. Nor does the public tolerate the political climbers who choose the school-board route to gratify their ambitions to higher public distinction.

Salary Refinements

THE Fordson board of education at Dearborn, Mich., has set a fine example of progressive administration in its recent adoption of a teachers' salary schedule which gives due consideration to the cost of living.

The new plan, described on another page, recognizes the social and professional importance of the teacher in the community, and sets up a basic salary rate with this in mind. Such factors as professional training, experience, and difficulty of especial services are taken into account in the board's rules. Annually the changes in the buying power of the dollar are to be reckoned on the basis of government figures and a corresponding adjustment is to be made automatically in the pay of all school employees.

The Fordson school board has taken a long step toward scientific salary determination. Its teaching, supervisory, and service staffs should feel well content that economic changes, even to inflation, will not affect them unfavorably.

Vandalism vs. Patriotism

IT IS a deplorable fact that in a number of cities throughout the United States some youth are given to vandalism. In these cities the destruction of school property has annually reached a high figure. During the vacation months the breaking of schoolhouse windows alone has involved losses which have run into thousands of dollars.

The American youth who, in a spirit of mischief, resorts to the destruction of property and thus commits a criminal act, must be brought face to face with the true meaning of patriotism and loyalty to country. To salute the American flag in the morning and break windows at night is hardly consistent with proper student behavior or common decency. But, in the last analysis, vandalism committed by an American school child, is a violation of that pledge given to the flag and the constitution. It spells disloyalty and disrespect for the laws of the land.

Teacher Leadership in an Extracurricular Activities Program Donald W. Dunnan¹

Every successful extracurricular activities program has behind it an administrator with vision, common sense, and initiative. The underlying philosophy of the successful activities program is just as important as the philosophy behind the educational program.

School administrators have become more conscious of their duties in the extracurricular activities field in recent years. This is in a large measure due to the example set by certain leaders. The schools that offer no or few activities are few and far between today.

In selecting teachers to fill vacancies the school administrator should carefully ascertain their ability to direct extracurricular activities. There are two reasons why this should be done. Not the least important is that a candidate who has taken part in such activities is probably better adjusted socially and psychically. He will better understand the pupils and the pupils will understand him, to their mutual benefit.

Bess Goodykontz, assistant commissioner of United States education, recognizes the need of variety of experience as a factor in teacher development; she says, "A well-planned, purposeful, cheerful, rich school program is the reflection of such characteristics in the teacher. It is, therefore, not illogical to put first emphasis in this problem of refining classroom practices upon the importance of the teacher as a person. Out of the breadth of her experience, depth of feeling and understanding, vitality of contacts with life and with people comes the motive power for refinements of school practice."

The above seems well recognized to be a valuable attitude for a teacher to possess. If a teacher is to inculcate such an attitude on the part of her students, she must possess the qualities of enthusiasm and leadership that inspire such a response on the pupils' part.

One of the most difficult problems with which an administrator may be faced is the development in some older teachers of a

right attitude toward extracurricular activities. Many capable and conscientious teachers believe that their duties as teachers are confined to the classroom. It is necessary that such teachers be educated to the advantages of the activities program.

The most effective method of proving the value of activities is to point to the scholastic rejuvenation of some youngster who has found an interest in school through an activity. Some may protest that it is unfair to sugar-coat the educational work for the children. I don't know. I do know that if my small daughter will not take cod-liver oil plain, we mix it with orange juice.

If the older teacher can be inspired to take just a little interest in the activities program, encourage her. Point out the fine things she may be accomplishing, give her moral and financial support in the activities where she has shown an interest. She will be a better classroom teacher when she is truly interested in the extraclass activities.

Teachers' meetings are extremely helpful as a factor of motivation. Teachers begin to appreciate the value of the work in other activities as well as the one in which they are interested. A high degree of correlation and objectivity should result from a discussion of mutual problems.

It may appear somewhat materialistic to express the opinion that salaries should serve as an incentive to greater extracurricular activity participation. It is probably true that the best teachers do their best work regardless of recompense. It is also true, however, that financial recognition of a good job, well done, is often a desirable feature. Particularly is this true if all teachers are not quite convinced of the desirability of the activities program.

Probably the least desirable motivation is that of salary incentive; yet if other methods do not bring about desired results, it is necessary that teachers be shown that the administration values the work done in this field highly enough to put a price on it.

Through another resolution initial steps were taken for the creation of a national commission of 60 educators to achieve the following purposes: "To create public understanding and support of education through informing leaders of lay organizations concerning educational purposes and needs; and to strengthen education through analyzing and evaluating educational activities and recommending the discontinuance of those found to be unsound.

"To investigate criticisms and movements against education, school systems, teachers' colleges, textbooks, teachers' organizations, and members of the teaching profession, and to publish the results of such investigations as are found to be significant and constructive.

"To catalog the various groups opposing education, to investigate the sources of their funds, and to make résumés of their activities available to local and state teachers' organizations.

"To cooperate with state teachers' associations in analyzing sources of taxation and financial conditions and to help co-ordinate the work of local and state associations with lay organizations.

"To investigate alleged subversive teaching and to expose any teacher whose attitude is found to be inimical to the best interests of our country.

"To acquaint individual teachers with their responsibilities for participating in the Public Relations program of the schools and to help them with their work in this field.

"To bring to the teaching profession a greater unity of purpose in education for democracy and a better knowledge of methods of securing public understanding and support."

The Orphans of Education

Some of the shortcomings of education, due to the fact that the elementary schools, especially the rural ones, are "the orphans of education" were pointed out by Dr. William D. Boutwell, of the United States Office of Education. Said Dr. Boutwell: "The army and the CCC are now spending millions to teach men to read and write—men who ought to have been taught the fundamental skills when they were children.

"Selective service discloses shocking deficiencies in health and in the fundamental skills of reading and writing—deficiencies which will command the best efforts of a generation of educators to correct."

A campaign for federal aid is necessary, said Dr. Boutwell. It is not impossible that the evidences of illiteracy brought out in marshaling a training army might well spur the writing of a new page in educational advancement in the United States.

This is not without historic precedent, he said. "Five great steps forward in American education have coincided with our three major wars. It behooves us to be awake to the opportunities. Things can be done now that could not be done in time of peace."

When Peace Again Comes

In a forward-looking address, Dr. John W. Studebaker, United States Commissioner of Education, urged that educators look forward to the development of American education after peace has been declared. "Should we not now begin to plan and effect those measures, financial and otherwise, which will enable education to make its proper contribution to the needs of youth in the post-war period?"

Among the addresses which aroused wide attention and comment were the plea of President Conant, of Harvard University, for the immediate entry of the United States into the war at the side of Britain; the discussion of Safeguards of Freedom Through Democracy by Senator Robert Taft of Ohio; the discussion of the world situation by Dr. Howard R. Anderson, of Cornell University.

Mrs. Myrtle Hooper Dahl, a genial fourth-grade teacher from Minneapolis and for many years a leader in teachers' organizations, was unanimously elected president for 1941-42.

A large commercial and educational exhibit was held in the annex of Mechanics Hall, where the general sessions took place.

THE N. E. A. IN BOSTON

The problem of maintaining and developing democracy through education was the central theme of a successful convention—the seventy-ninth—of the National Education Association, at Boston, June 29 to July 3. (The defense of the income of the schools, threatened by the necessity of new and heavy federal taxes for national military defense, proved to be the all-absorbing concern of the members. A wide variety of problems of educational philosophy and instructional method, the new problems of vocational education, the practical teaching of democracy, and a number of professional problems centering around security in office, old-age pensions, etc., occupied the time and attention of more than 600 speakers who addressed the 10,000 delegates and members.

In an eloquent address, President Donald Du Shane promised the "rededication of American teachers to the cause of democracy." American education, he said, is being threatened by insuffi-

cient national support, by poor pay and insecurity of tenure for some teachers, and unjust criticisms.

"The movement to reduce local and state school services and support because of the prospect of higher federal taxes has already begun. In a number of states chambers of commerce and taxpayers' associations are already demanding drastic reductions in school tax rates. . . . There is a marked increase in unjust and destructive criticism of teachers, textbooks, courses of study, and school expenditures."

The Defense of American Ideals

In its resolutions the association took active measures for the defense of American ideals.

"Neither freedom of speech nor academic freedom should be used as a cloak for activities or teachings subversive to the fundamental principles and ideals of the United States," one resolution read.

¹Supt. of Schools, So. Kingstown, R. I.



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Safeguards of Freedom in a Democracy

(Continued from page 20)

federal form of government, which guarantees an independent local self-government. The colonial states were jealous of their powers, and willing to surrender to the central government only that which was of distinctly national concern. They felt that the retention of local power was essential if their citizens were in fact to be free. State governments have come to be of less importance. But there is one great consequence of the independence of the states—the right of local counties and cities and school districts to govern themselves. If it were not for the state government, they would be run from Washington, and they would be about as independent as the District of Columbia.

The federal system is a safeguard of local self-government, and to my mind the right of local self-government is essential to freedom in a democracy as large as the United States. The personal freedom assured by the Bill of Rights is a negative freedom. It is not all the freedom that an American desires. He wishes to have something to say positively about the way his community is governed, and about the character of the officers whose action can affect his welfare. In a small town meeting he has an effective voice, but as the size of the electorate increases, his voice becomes smaller and smaller; his freedom to act and to have a voice in government grows constantly less. In the city of Cincinnati, I remember, those who were displeased with government action could appear before council, and they could obtain consideration for their opinions. Their votes would have a sufficient weight in the coming election to insure a respectful consideration. But I wish you could see a group of petitioners from Ohio wandering through the marble corridors of the magnificent office buildings in Washington. They are lucky if in three days they can find the man who has the discretion to recommend to someone else the action which they desire to have taken. And then they get the kind of formally polite treatment which bureaucracies have handed out for centuries in all countries of the world.

The result is that groups of people have to band together and employ other men to represent their interests in Washington. Of course such employees are always concerned with government subsidies or other assistance to special groups of citizens. They have to earn their salaries by securing financial advantage, but the interests of the average individual citizen get no real consideration. Minority groups and blocs are looking for privileges rather than freedom.

The truth is that government from a distant capital is always likely to be tyranny. I don't suppose George III and his ministers had any special desire to oppress the American colonists. They simply did not understand the situation in America, and had no time to study it. In a country as big as the United States today, no man sitting in Washington can make regulations which will fit all the five thousand counties from the Atlantic to the Pacific. He can't know enough about conditions to make them fit, and that kind of regulation, when applied to a community which does not want it, deprives that community of freedom. Of course the planners and the people who think they know all about industry and government and sociology, and even the people who think they know all about education, would like to impose their ideas upon the entire country. It would make a much neater pattern.

But it would deprive many communities of the freedom to have the kind of government they want. Under a truly democratic system of local self-government, on all subjects predominantly local the planners have to sell their ideas to every community in the United States. It is much harder work. Progress will be much slower. But in the end it will be made on a much sounder foundation. The pattern will never be uniform. There will always be communities adhering to

outworn practices, but there will be other communities experimenting and moving ahead of the methods and philosophy which happen to be in style at the moment. After all, freedom implies that the people have the right to govern themselves badly if they wish to do so. A Mussolini or a Hitler would impose a uniform and impressive efficiency on every city and every county, and a straight jacket crushing all initiative. Our faith in freedom is such that we are convinced that the average efficiency of government is infinitely greater where governments are free.

There is one other feature of local self-government which tends to perpetuate freedom. If all power is concentrated in a central government, it is fairly easy to gain control of that government. A centralized control of our labor unions has enabled communists and radical leaders to dominate conservative unions. Socialistic ideas have been put over in Washington which could never get to first base in more than a small proportion of the 48 states, ideas which are out of touch with the beliefs of the great majority of the American people. The greater the centralization, the more likely we are to have government by minority blocs. History has shown many cases in which the control of an entire nation was seized by a coup d'état at the seat of a highly centralized government.

Limitations of Freedom Today

We see today a large number of regulations prescribed in Washington creating the most tremendous protest in different sections of the United States because they limit the freedom of the people affected. We see the freedom of local communities overruled in the location and character of their public works because Washington is supplying part of the money. We see the same wasteful WPA relief system applied in every county, although most rural communities completely disapprove of the whole method of handling work relief, so much more applicable to cities than it is to the country.

Of course we must recognize that many matters have acquired a national interest and can only be regulated from Washington. But the Federal Government today has gone far in attempting to control matters which are of primary interest to the local communities. There are many men in Washington today who believe in a complete abolition of the states and a direct control by Washington of local governments. I believe that would mean the abolition of one of the greatest of all our safeguards of freedom. Without the right of the individual communities to exercise final power on those affairs which are primarily of local interest, we would destroy half of the freedom which our people enjoy today, and find ourselves far on the road to totalitarian government.

General Education Bill Means Federal Control of Education

The danger of a centralized government is greater in no field than in that of education. We have had pending in Congress for several years, approved at one time, I believe, by the National Education Association, a General Education Bill, providing an elaborate plan of federal subsidies to primary and secondary school education. It recognizes in theory the wisdom of leaving the control of education to the states, but I believe the inevitable effect of the bill will be a federal control of primary education. This year's bill is somewhat general, leaving a wide discretion, but that discretion could and would probably be exercised as expressly provided for in the 1939 bill. For instance, federal funds could only be used for certain kinds of health, welfare, and recreational activities, and the federal bureau of education could practically say what they must be. Every state was required to establish standards for the location and construction of school

buildings, and before paying out any money, the federal bureau was going to have to determine whether real standards had been established. The bill required each state to establish a state educational authority to represent the state in dealings with the commissioner of education. The federal bureau was going to determine in each state whether the federal money was properly distributed between schools for the white race and schools for the colored race. The commissioner of education was authorized to determine whether the state had provided by law a system for the appointment and tenure of personnel in the state departments of education upon the basis of merit and efficiency. How could he do that without practically prescribing civil service rules for the state? There were many other provisions in the bill, such as those regarding adult education and rural library service, which showed a clear indication on the part of the authors of the bill to tell each state how it should run its educational system.

The truth is that Congress will not appropriate federal money except on certain conditions which, however just they may be, limit the freedom of the local school system. The truth is that no federal commissioner of education can dispense three hundred million dollars a year without having a predominant voice in the manner in which local schools shall be run. The history of federal control has always been the same. The Federal Government has always contributed more and more money, and has demanded more and more voice in the control. I believe that the federal control of education, eliminating local self-government in government, would abandon one of the real safeguards of freedom in the United States.

Federal Control of Education Contrary to Local Freedom

There are a number of arguments made in behalf of such federal control of education. If analyzed correctly, and carried to their logical conclusion, they would justify federal control of everything, and the complete elimination of local self-government.

In the first place, it is said that there is a lack of equality in providing education, which is unfair to the children in the poorer states. It is undoubtedly true that children in the wealthier states obtain a more expensive education. I have never felt that the amount of money spent per child is quite the infallible guide which the writers on education seem to regard it. But, in any event, the Federal Government has never guaranteed equality in education to the people of different states. That has never been and never was regarded as a function of the Federal Government. If that government is going to guarantee equality in education, why not guarantee equality in wealth and economic condition? If carried to its logical conclusion, the Federal Government would have to distribute largess to every poor state and take it from others. Some states are wealthier because of natural resources, or because of the energy and ingenuity of their people, or for hundreds of other reasons, and that means they can afford to give their children a better education than states which have not those advantages. But while they have certain advantages, there are plenty of people who prefer to live in a poorer state without those advantages. I doubt if there is a single state which cannot afford a minimum basic education for its children. Some of those which would be most assisted under the General Education Bill are maintaining expensive state universities, and spending some of their money on professional athletics.

It is said that in some of the states education is poorly conducted. I have no doubt that is true, but on the whole the states and localities have done a first-class job; the best in the world. And the right to govern one's self badly is just as much an essential of freedom in a democracy as the right to govern one's self well. You are not free if someone else steps in and takes the control away from you because they don't approve what you are doing. That's what tyranny is. In any

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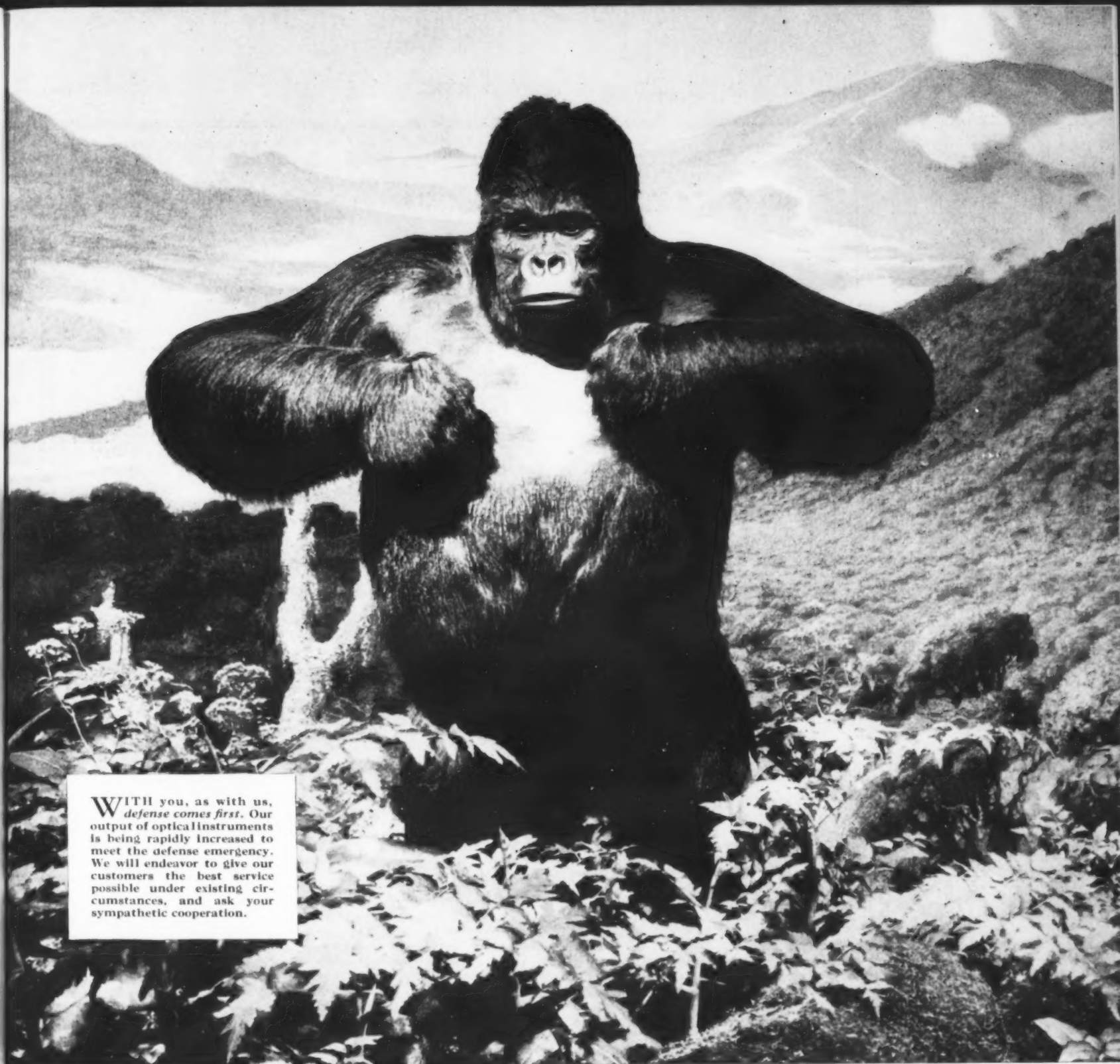
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event, those who assume that if the Federal Government steps in, the job will be perfectly done, overlook the fact that this has seldom been the result of federal interference. Government by bureaus in Washington, like local government, is sometimes successful and sometimes not. If it does go wrong, the whole nation suffers.

The third argument is that local governments have not enough money to maintain schools as some of the educational planners think they should be maintained. It is quite true that state and local governments are handicapped in their raising of money. They cannot reach the large corporations and the large taxpayers with any tax heavier than those levied by surrounding states or they will lose their industries and their taxpayers. When a great new public burden arose from the unemployment of the thirties, the states were unable to provide the additional revenues required for relief, and only the Federal Government could provide the funds which were absolutely essential.

But basically this does not apply to education. Schools have been the great concern of every community. The tax systems have been developed with a view to providing the revenue necessary for education above everything else. The people have insisted in nearly every community that schools be kept free from politics, and they have been willing to provide money for schools, through extra levies or otherwise, even if it required the hamstringing of other activities of local government. We are spending more than two billion dollars a year on education from local funds. If the local communities are not willing to support even their own schools, then we are at the end of local self-government in the United States.

There is another answer to the demand for federal money. It is said that the local communi-

ties do not have enough money, but the fact seems to be overlooked that the Federal Government has no money either. We are completing a year in which there will be a deficit of five billion dollars. Next year it will be ten billion dollars. The deficit has averaged three billion dollars for many years before the war. If the idea of the General Education Bill is to tap a new, lucrative source of revenue, it is only contemplating a mirage. Once we have balanced the federal budget, there will be more force in turning to Uncle Sam for education as well as everything else. The choice between local financing of education and federal financing of education under present conditions is really a choice between a pay-as-you-go local system and a federal system based on borrowing for current expense. I know that the school people themselves believe strongly in a pay-as-you-go system, and are just as much opposed to the Federal Government going bankrupt as any group of American citizens.

The reasons which I have given for opposing general aid to primary and secondary school education are not nearly so applicable to assistance in the field of vocational education, and possibly adult education. For a number of years the Federal Government has been spending fifty million dollars a year in aids to vocational education. Today it is financing a wide extension of that service to provide skilled workers for the defense program. The NYA and the CCC are participating somewhat in that work. It is a new field, which has not usually been provided for in the local financial picture. Federal interference does not affect the basic control of the educational system. Even in this field I believe we should be careful to preserve as far as we possibly can local independence in the administration of the program. Today the Office of Education is doing an excellent job, and doing it through the existing educational agencies. I see no reason in ordinary times for any direct federal vocational plan through a federal bureau like the NYA.

But I beg those concerned with education, if they do wish to safeguard freedom in the American democracy, to hold fast to local self-government in primary and secondary school education; to work out a system by which every state shall be a self-supporting unit. The people themselves do not wish to give up local self-government in education. I know of no matter in which all fathers and mothers are so intensely interested as the character of the school in which their children are being taught. They are interested in every feature of it, in the location, in the teachers, in the textbooks, and in the lunchrooms. They want a voice in saying what kind of men and women shall sit on the board of education. I remember in Ohio how difficult it was to get them to give up the small school districts and centralize even in the township. Of course they are tremendously concerned with the character of the philosophy taught to their children, and they have a right to be. Nothing is more likely to give arbitrary power to a ruler than the right to prescribe the kind of things which are taught to the children.

So long as each community determines for itself how its children shall be educated, we maintain one of the greatest safeguards of freedom that any nation can have.

The strong tendency today is to try to solve every problem of the nation by creating a new federal bureau and giving it wide regulatory powers. Very few people seem to care whether they override the Bill of Rights, or the division of powers, or the federal system. They act as if the function of government was to put into effect the ideas of the moment in every field of economics and sociology and education. That is not the real function of government. Every program that is presented ought to be discussed throughout the nation, and then worked out within the safeguards of freedom laid down by those grandfathers of ours who thought through to the bitter end the fundamental problems of government.

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School Law

Establishment of School Districts

A school district is an agency of the commonwealth and, as such, is a "quasi corporation" for the sole purpose of administering the system of public education.—*Walsh v. School Dist. of Philadelphia*, 19 Atlantic reporter 2d 598, Pa. Super.

A Wisconsin statute authorizing the state superintendent of public instruction by his order to attach school districts with valuations of less than \$100,000 to contiguous school districts is not an unconstitutional "delegation of legislative power" to the superintendent. Wis. statutes of 1939, § 40.30 (1).—*School Dist. No. 3 of Town of Adams v. Callahan*, 297 Northwestern reporter 407, 237 Wis. 560.

The duty of forming and altering school districts is purely "municipal," "administrative," and "ministerial," although involving the exercise of judgment and discretion, and has no respect whatever to personal or property rights.—*School Dist. No. 3 of Town of Adams v. Callahan*, 297 Northwestern reporter 407, 237 Wis. 560.

The establishment of a system of public instruction in the state is a "governmental function" as to which the state reserves to itself the means of giving the system complete effect and full efficiency without regard to the wishes of the people, and power to create, alter, or abolish school districts can be exercised immediately by the state legislature or by subordinate bodies to which the matter is delegated, subject to such conditions, and without notice, as the legislature may impose.—*School Dist. No. 3 of Town of Adams v. Callahan*, 297 Northwestern reporter 407, 237 Wis. 560.

School District Property

In the formation of public contracts, the formalities required by law or by a request for bids, such as a written contract, or the furnishing of a bond, often indicate that even after acceptance of the bid no contract is formed, until the requisite formality has been complied with.—*Wayne Crouse, Inc., v. School Dist. of Borough of Brad-dock*, 19 Atlantic reporter 2d 843, Pa.

"Equipment," within a statute requiring a board of education to provide such apparatus, maps, globes, and other "equipment" as may be necessary for proper management of the schools and other educational activities under its control, includes only articles such as machines, tools, and appliances, and does not include clothing worn by the students. New York Education Law, § 868, subd. 4.—*Edkins v. Board of Education of City of New York*, 26 N.Y.S., 2d 996, 261 App. Div. 1096.

Teachers

A teacher employed but on leave of absence is an "employee" of the board of education.—*Fry v. Board of Education of City and County of San Francisco*, 112 Pacific 2d 229, prior opinion 107 Pacific reporter 2d 468, Calif.

The relation between a board of education and a teacher is that of "employer" and "employee" and the relationship is created by contract.—*Fry v. Board of Education of City and County of San Francisco*, 112 Pacific reporter 2d 229, prior opinion 107 Pacific reporter 2d 468, Calif.

The rules and regulations of a board of education and resolutions fixing the status of teachers are integral parts of a contract between the board and the teachers.—*Fry v. Board of Education of City and County of San Francisco*, 112 Pacific reporter 2d 229, prior opinion 107 Pacific reporter 2d 468, Calif.

Under express statutory provisions, a permanent teacher may not be removed except upon written charges, sustained by proof, of willful neglect of duty, incompetency, or dishonesty, and such enumerated causes for dismissal are exclusive. Act No. 58 of 1936.—*State ex rel. Penny v.*

Rapides Parish School Board, 1 Southern reporter 2d 334, La. App.

There is no prohibition against discrimination in the fixing of salaries as between married and unmarried teachers.—*Liva v. Board of Education of Lyndhurst Tp.*, 18 Atlantic reporter 2d 704, N. J. Sup.

A legislative limitation requiring boards of education to apply the principle of uniformity to treatment concerning salaries for those performing like services with like experience does not prevent boards from making reasonable classifications.—*Fry v. Board of Education of City and County of San Francisco*, 112 Pacific reporter 2d 229, prior opinion 107 Pacific reporter 2d 468, Calif.

A resolution of the board of education that, in setting the salary ratings for incoming teachers, no credit for outside experience should be granted, was within the power of the board.—*Fry v. Board of Education of City and County of San Francisco*, 112 Pacific reporter 2d 229, prior opinion 107 Pacific reporter 2d 468, Calif.

The act of 1939, authorizing the school boards of first-class districts of Pennsylvania to reduce salaries from 1 per cent, to 5 per cent, of compensations fixed by law for employees receiving \$2,500 or more per annum is not arbitrary, discriminatory, and unreasonable, because teachers of long service suffer reductions, while juniors in years of service, receiving less salary, suffer no reduction. 24 P. S. § 571.—*Walsh v. School Dist. of Philadelphia*, 19 Atlantic reporter 2d 598, Pa. Super.

The school authorities, in adopting schedules regulating teachers' salaries on the basis of grades in which they are employed, have the arbitrary power, vested in them by the state legislature, to assign a teacher to a primary, intermediate, or high school service, and the courts may not interfere with, and substitute their discretion for the school board's discretion in such a matter. Burns' annotated statutes, § 28-4307.—*Board of School Trustees, School City of Peru v. Moore*, 33 Northeastern reporter 2d 114, Ind.



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School Administration News

♦ Frankfort, Ky. During the school year 1940, the senior English class prepared, edited, and produced a motion-picture film, showing the activities in the Frankfort high school. The motion picture will be used to demonstrate to civic clubs and teachers' organizations the actual work of the school.

♦ Rice Lake, Wis. The school board has authorized the superintendent, upon the request of parents, to excuse students for one period of religious instruction per week. Children eligible for the course are those in grades five, six, seven, and eight.

♦ Fort Wayne, Ind. The school board has established a summer school in the Central High School and has appointed a teaching staff to

have charge of the classes for a six weeks' period.

♦ East Providence, R. I. The annual promotion plan has been inaugurated in the schools for the next school year.

♦ The 1940-41 Review of the Sheldon Public schools of Sheldon, Iowa, reports that the visual-education program is producing very satisfactory results. The teachers point out: (1) that many facts in history, geography, and natural science are now being presented in a way that they can be rapidly and easily understood, and (2) that the program stimulates discussion among the pupils.

♦ Mr. Thornton Smith, in a recent statement, published in the *Chicago Tribune*, shows that the Milwaukee (Wis.) public schools have grown smaller in the face of an increasing total population. While the total population increased from 578,249 in 1930 to 589,558 in 1940, attendance in the 185 public and parochial schools dropped from 115,212 to 113,476. During the school year

which ended in June, two complete elementary school buildings were unused, and 40 classrooms in other buildings were unoccupied. There are 69 fewer elementary teachers than there were a year and a half ago.

♦ Abilene, Tex. The school board has completed the erection of a national defense shop, and adult classes in defense subjects are in operation on a 24-hour basis.

♦ Hamtramck, Mich. The board of education has announced a full daytime, eight-week program in pre-employment engineering, to be conducted with the cooperation of the State University. The courses are part of the defense training program and are given under the supervision of the college of engineering of the University Extension Division.

♦ Coldwater, Mich. The school board, in cooperation with the State Board of Control, is sponsoring pre-employment training courses for young men for defense work. The courses include truck and tractor operation, welding, and metalwork.

♦ More than 310,000 young men and women with practical experience on NYA projects have obtained positions in private industry during the current year, according to a statement issued by Mr. Aubrey Williams, administrator of the National Youth Administration.

Of the 151,949 young people who obtained positions during the five-month period ending May 1, a total of 39,401 were employed by manufacturing industries; 53,592 by nonmanufacturing industries; and 58,956 were employed by unspecified industries.

Part of the credit for the placement of such a high number of NYA youth in private employment goes to the public vocational school systems, who cooperated with the NYA by providing related classroom training for project workers.

♦ Henderson, Ky. The school board is sponsoring defense training classes in welding, carpentry, electricity, and other subjects. The classes are free to young men and are held from six to thirty hours per week.

♦ Irvine, Ky. Defense training classes in electricity, metalwork, and acetylene welding are being conducted in the city schools, under the direction of the board of education.

♦ The Bartow County (Ga.) school board has approved the establishment of new commercial courses for the senior high schools in Adairsville and Taylorsville, Ga.

♦ Menominee, Mich. The school board is sponsoring courses in machine-shop practice and toolwork for young men desiring to enter the defense industries.

♦ New York, N. Y. The board of education has decided to continue the emergency defense training program at high speed during the summer months. The summer program marks the beginning of the schools' second year in the national defense effort.

The four sessions now in operation will continue during the summer period, under the board's plans. One session runs from 8 a.m. to 2:30 p.m., another from 3:30 to 10 p.m., a third from 7 to 10 p.m., and the all-night schools from 10:30 p.m. to 5 a.m.

The board has prepared a summer pay schedule, which continues the standard set for the various classifications during the regular school year. Many of the defense teachers are skilled mechanics drafted from industry and the teaching pay schedule was drawn to conform to the wages they received in industry.

♦ Oshkosh, Wis. The school board has voted to inaugurate physical corrective work for handicapped children. The program is intended to reach the 5 per cent of students who do not benefit completely from the present instruction in physical education. The new program calls for the appointment of a teacher, who will also assist the teachers of sight-saving, hard-of-hearing, opportunity, and open-air classes.

♦ Marblehead, Mass. The school board has decided to establish a special class in September, to handle mentally retarded children. Two teachers will instruct the class which will be conducted in a special room.

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School Fire-Insurance Premiums and Indemnities in Georgia Ernest R. Anderson¹

There is need for an adjustment of the fire-insurance rates for Georgia school buildings. Many public school systems of the state spend as much as 14 per cent of their local revenues for fire insurance, yet protect less than 40 per cent of the value of their buildings.

The writer made a study of school-building fire insurance in Georgia for two purposes: (1) to examine whether current fire-insurance rates for school buildings are justifiable, and (2) to suggest the advantages of state insurance for school buildings in Georgia.

Sources and Classification of Data

Some data for the study were secured from questionnaires sent to 200 city and county school superintendents in the state. Other valuable sources of facts were the state department of education, the state insurance commissioner, and bulletins and letters from the Southeastern Underwriters Association, the National Board of Fire Underwriters, and the National Fire Protection Association.

Seventy-six of the superintendents answered the questionnaires, but many others replied that they did not have records of the information requested. Although the percentage of returns was small, the replies were well distributed over the state geographically and were rather evenly divided among the school systems with reference to size. Probably an increase in the number of answers would not have changed the results of the findings materially.

In an effort to find the relative premium cost and fire losses on school buildings located in rural areas without fire protection, in villages with small fire departments, and in cities with modern fire-fighting equipment, school systems were divided as follows: (1) cities of more than 10,000 population; (2) villages from 2000 to 10,000 population, and (3) rural areas of less than 2000 population.

Fire-Insurance Costs v. Losses

Premium costs on buildings located in cities, for the 10-year period, 1928-38, was \$90,033; the indemnity collected on losses incurred during the same period was \$16,000. The ratio of indemnity collected to premium cost was 17.8 per cent. Out of every dollar paid to insurance companies, 17.8 cents was returned to the school boards, and 82.2 cents was left with the insurance companies.

The premium cost for village school systems for the 10-year period, 1928-38, was \$36,965; the indemnity collected on losses incurred during the same period was \$20,500. The ratio of indemnity collected to premium cost was 55 per cent.

According to the general theory of insurance, rates should be higher in rural localities because unprotected areas are subject to higher rates than are protected ones. However, the fire loss records for the systems located in rural districts, in this study, show that rural school insurance business is far more profitable for the insurance companies than is the insurance business of the village school systems. The carelessness of superintendents in keeping insurance records has helped prevent this fact from becoming known. Thirty-

two per cent of the rural school superintendents questioned had no records of either the premiums paid in the past, or the amount of indemnity collected for fire losses on buildings in their school systems.

Premiums paid by rural school systems during the 10-year period, 1928-38, amounted to \$520,173; the indemnity collected on losses during the same period was \$141,318. The ratio of indemnity collected to premium cost was 27.2 per cent.

The total amount spent for fire insurance by all of the school systems included in this study was \$647,171; the indemnity collected on losses during this same period was \$177,818. The ratio of indemnity collected to premium cost was 27.4 per cent.

The fact that 72.6 cents out of each dollar paid as premiums is lost to the public schools of the state as a whole warrants thoughtful consideration on the part of school administrators in Georgia as to the advisability of carrying insurance on their school buildings at the present rates.

Insurance companies do not have data for establishing the justification of their rates on public school buildings. After finding that many of the school superintendents did not have records of the fire-insurance premium costs and fire losses, the writer undertook to find, for the state as a whole, not by school systems, the total amount of fire-insurance premiums paid, and the total amount of losses on school buildings in Georgia due to fire. The Georgia state insurance commissioner and the Southeastern Underwriters Association were asked to give this information, but neither of them was able to do so. The National Board of Fire Underwriters was asked to give the figures, but their reply was as follows: "Our statistics are not tabulated in such a manner as to enable us to furnish you with the figures you requested."

State Insurance for School Buildings

Current insurance practices in public schools, if continued, will mean a loss to the people of Georgia, which ought to be stopped. The solution of the problem lies beyond the right of an individual community to decide whether it alone can afford to go without insurance on its school buildings. The small community has no other recourse other than to insure its buildings. The state of Georgia, however, may not need to go on paying thousands of dollars annually for protection from which it gets meager returns.

There are 5874 publicly owned school buildings in Georgia. If the state were made the unit of administration of a state system of insurance for school buildings, it would have the financial resources necessary for such a system. Georgia school systems for the year 1938, spent \$251,594.16 for insurance, and for the year 1939, spent \$259,749.75 for insurance. These are the only two years for which figures were available when this study was made.

If a state system of insurance for school buildings in Georgia were organized, it probably would be only a few years before it would accumulate a surplus, which in proportion to the insurance in force, would represent a larger ratio than any of the stock companies which now write fire insurance in Georgia.

For the year 1939, there was only one stock company writing fire insurance in Georgia that received more net premiums than a Georgia state school-building fire-insurance fund would have received from the school systems during the same year.

Personal News of School Officials

● The school board at Naugatuck, Conn., has re-elected EMIL MANNWEILER as president, and DR. CHARLES KENNEDY as secretary.

● MR. CHARLES A. PARCELLS has been re-elected president of the board of education of Grosse Pointe, Mich., for his sixteenth consecutive term. MR. RALPH M. CLARK, who is beginning his tenth year of service, was re-elected secretary. MR. CHARLES A. POUPARD, treasurer of the board since 1922, was also re-elected to that office.

● B. F. KYSER has been re-elected as president of the school board at Miami, Ohio.

● HENRY FORD has been re-elected president of the Fordson school board at Dearborn, Mich.

● DAVID RESKAMP has been elected president of the school board at Campbellsville, Ky. He succeeds H. S. Taylor.

● E. V. HAIGHT has been re-elected president of the school board at Eau Claire, Wis.

● The school board at Abilene, Tex., has reorganized with the election of WALTER JARRETT as president, and MRS. EARL D. GELLERS as vice-president.

● D. E. McGRATH, formerly superintendent of school buildings at Danville, Ill., has accepted a similar position in Pontiac, Mich. FRED ANDERSON, formerly supervising engineer, has been promoted to the position vacated by Mr. McGrath.

● The school board at Battle Lake, Minn., has reorganized with the election of J. E. SWEDBERG as president; GUST RAMBERG as clerk; and D. V. YOUNG as treasurer.

● MRS. CHARLES SCULL has been elected a member of the school board at Cannelton, Ind. Mrs. Scull succeeds Mr. William Lehman.

● The school board at Niles, Mich., has reorganized with the election of FRANK G. FRENCH as president; J. WALTER WOOD as secretary; and MRS. JACK YOUNG as vice-president.

● DR. M. M. CHAMBERS, a member of the staff of the American Youth Commission, has recently been appointed chief of the Student Project Planning Section of the Division of Student Work of the National Youth Administration. His headquarters are at 2145 C St., N.W., Washington, D. C.

● JOHN KENNETH ACKLEY, registrar in City College, New York City, has been found guilty of violation of duty and conduct unbecoming a member of the college. The charges involve Communist activity in the college and were brought out in his trial before a committee of the Board of Higher Education on charges growing out of the Rapp-Coudert legislative investigation.

● The school board at Parma, Mich., has reorganized with the election of HARVEY ROE as president, and MRS. EDGAR HORTON as secretary.

● The school board at Tulsa, Okla., has reorganized with the re-election of FRANK SETTLE as president; A. L. BEEKLY as vice-president; and MRS. PHYLLIS EDMONDS as clerk.

● DR. Z. R. ASCHENBRENNER has been re-elected as president of the school board at Farmington, Mich. The other officers are HOWARD M. WARNER, treasurer, and MRS. FLORENCE LEE, secretary.

● FRANK HARICH has been re-elected as president of the school board at Buchanan, Mich. MRS. W. A. RICE was re-elected as secretary.

● The school board at Blooming Prairie, Minn., has reorganized with the election of DR. J. E. PRICE as president; C. A. PETERSON as vice-president; WARD MORTON as treasurer; and DR. B. D. BETLACH as secretary.

● The school board at Three Oaks, Mich., has elected HUGH MARTELL as president; F. N. DONNER as secretary; and DR. LESTER KNIGHT as treasurer.

● DR. MARTIN TWEEDIE has been re-elected as president of the school board at Sandusky, Mich.

● V. S. NYSTROM has been elected president of the school board at Norway, Mich.

● ALFRED MEYER has been elected president of the school board at Stanwood, Iowa.

● ARCHAVE K. NUSHAN has been appointed assistant supply commissioner of the board of education at St. Louis, Mo. Mr. Nushan was formerly chief clerk of the board, and had completed a service of 15 years.

● MR. PAUL G. KOONTZ, of Kansas City, MR. J. L. MANN, of Lexington, and MR. JOHN T. MARTIN, of Sedalia, Mo., have been appointed as members of the board of regents of the Central Missouri State Teachers College at Warrensburg.

¹Principal, Middleground School, Statesboro, Ga.



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Teachers' Salaries

♦ The board of education at Pittsfield, Mass., has recently given teachers a flat increase of \$200 per year. Similar increases have been voted to all full-time janitors, to principals and supervisors, clerks, and the superintendent of schools. It is estimated that the cost to the school district will be \$75,000 for the year beginning January, 1942.

For the purpose of avoiding the long intervals between the salary dates under a monthly payment system, the board has ordered that the salaries be divided into 25 parts, payable as follows: one part each on Sept. 15, Sept. 30, Oct. 15, Oct. 31, and Nov. 15; two parts each on Nov. 30 and Dec. 15; one part each on Jan. 15, Jan. 31, Feb. 15, Feb. 28, March 15, March 31, April 15, April 30, May 15, May 31, and June 15; four parts on June 30; and one part Sept. 1.

When salary payments become due on a date when schools are not in session, the checks will be delivered on the last day of school preceding such date, except that the September 1 payment will always be made on the first day of school in September.

Teachers who resign, or who are otherwise separated from their positions, will be entitled to one fortieth of the annual salary for each week of service rendered during the school year regardless of the manner of payment above described.

♦ La Salle, Ill. The La Salle-Peru school board has voted to give salary increases of \$5 per month to all members of the teaching staff, janitors, and secretaries. The increases will amount to a total of \$1,900.

♦ Boston, Mass. The school board has given salary increases to 150 members of the school staff, including employees of the vocational guidance department, the business department, the school-lunch department, and the trade

school. New offices have been created, including the chief of the Bureau of Child Accounting, with Paul A. Donovan in charge, and the Division of Statistics, Research, and Publicity.

♦ The school board of Peru, Ill., has given salary increases of \$5 a month to all teachers and janitors in the schools.

♦ Somersworth, N. H. The school board has given increases of \$100 to all teachers, including the school nurse, who was given a \$50 raise. The principal of the high school was given an increase of \$300, and the assistant principal was raised to \$2,400.

♦ Cleveland, Ohio. The school board has voted to cut the salaries of teachers and school employees by 10 per cent during the final four months of 1941. The action was taken to obviate a threatened deficit of \$500,000.

School Finance and Taxation

♦ Salt Lake City, Utah. The board of education has approved a budget of \$2,713,275 for the school year 1941. This is an increase of \$66,000 over the year 1940. The general operating fund, which includes teachers' salaries, calls for \$2,460,833.

♦ Buffalo, N. Y. The 1941 budget of the school board calls for a total of \$10,245,000 for the operation of the schools. Of the total, \$6,315,759 will be obtained from taxes.

♦ Cincinnati, Ohio. The board of education has adopted a budget of \$7,823,444 for the year 1941-42, which is an increase of \$129,000 over the year 1940. The largest increase was \$59,000 for educational personnel, of which about \$50,000 is a net increase due to regular salary increments. Other increases are \$29,000 for increased cost of fuel, and \$21,000 for additional housing and transportation of pupils due to the defense train-

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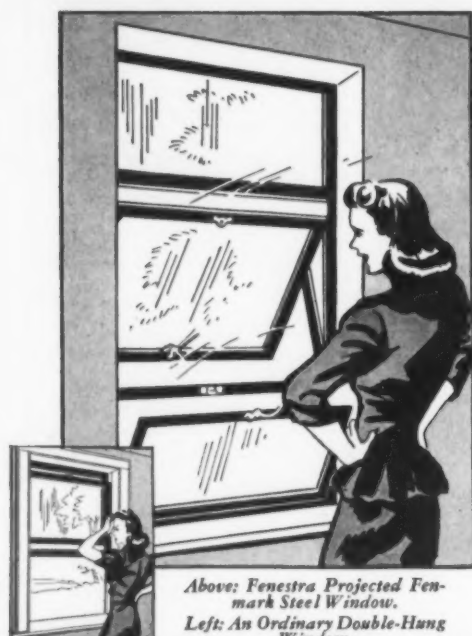
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School Board News

CALIFORNIA SCHOOL TRUSTEES WILL MEET IN SACRAMENTO

The eleventh annual convention of the California School Trustees Association will be held September 25, 26, and 27, in the Senator Hotel, at Sacramento.

The program will be centered around the theme, "Education for Today and Tomorrow," and will take up such topics as "Development of Vocational-Education Programs"; "National Defense Programs and the Schools"; "NYA Participation in School Plans."

There will be a panel discussion at one of the general sessions. The members of this panel will comprise one army officer, one navy officer, and one from the air force stationed in California.

CITY AND SCHOOL EXPENSE

A recently released bulletin of the Research Division of the National Education Association indicates that while school expenditures in cities of 100,000 population and upward are rising, the actual increases are in proportion to the total payments for city expense to general governmental functions. The largest proportion of school expense to total city expense was in 1924, when the schools cost 36.3 per cent of all city expenditures. Since 1929, there has been a steady drop, and only two years (1935 and 1936) have shown slight increases. In 1937 the school expense was 29.4 per cent, and in 1938 it was 28.8 per cent of city expenses.

BOARDS OF EDUCATION

♦ Dearborn, Mich. The Fordson board of education is sponsoring an active recreation program, which is being conducted by the recreation department. The schools are cooperating with the

city in furnishing facilities to make it possible for children and adults to take advantage of swimming pools, athletic fields, and playground facilities.

♦ Topeka, Kans. The board of education has adopted a resolution to qualify under the new state retirement law which went into effect on July 1. The law provides for pensions under which old school employees may retire after completing a service of 25 years. While the teachers have had a pension plan for a number of years, the school employees have had no protection.

♦ Pueblo, Colo. The school board of Dist. No. 20 has offered a \$50 reward for information leading to the conviction of any person breaking into any school building. The action was taken to protect the buildings where acts of vandalism had been committed recently.

♦ Houston, Tex. The school board has approved a new plan, providing for the consolidation of three departments under one head. The new plan combines the census, attendance, transportation, research, and statistics departments and is intended to effect a more co-ordinated and economical department. A member of the school faculty will be appointed to act as director.

♦ Vassar, Mich. The school board has taken steps to install a new floodlighting system at the school athletic field.

♦ River Rouge, Mich. The school board and the city are sponsoring a sixteenth annual summer recreation program. The program includes sports, games, track meets, and swimming.

♦ Trenton, Mich. The school board is sponsoring a summer program of athletics and entertainment for the benefit of local residents. The program will be in operation for two weeks and will be in charge of six playground directors.

♦ Oklahoma City, Okla. The school board has designated 19 school playgrounds and four swimming pools for the use of children during the summer months. The board has appointed the personnel for the supervision of the playgrounds, including supervisors, teachers, and secretary.

♦ Quincy, Ill. The school board has shortened the school year by one week, making it a 39-week session. School employees will continue to receive the same salaries paid them under the 40-week year.

♦ Dowagiac, Mich. The board of education is sponsoring a playground program in four areas set aside for the purpose. Trained and competent leaders have been furnished by the WPA recreation division and the board of education.

♦ Independence, Mo. The school board has conducted a survey to determine the needs in the way of equipment and space for the use of the children on the school playgrounds. The establishing of playgrounds is the realization of a community objective to have a comprehensive program with ample equipment.

♦ When Supt. Otto W. Haisley was dropped by the board of education of Ann Arbor, Mich., from his position, he appealed to the State Tenure Commission to determine the legality of his dismissal and his status under the tenure law of the state. The board has declined to give the reasons for its action.

♦ Sioux City, Iowa. The school board has entered into an agreement with the city for the joint maintenance and use of playgrounds, swimming pools, and skating rinks.

♦ Muskegon, Mich. The school board is sponsoring summer recreation programs at eight playgrounds, for a period of 10 weeks. Five men and one woman have been employed as recreation supervisors, and the playgrounds are in operation five days each week.

♦ Frankfort, Ky. The school board has approved a policy, giving a leave of absence to male school employees who are called to serve in the army.

♦ The school board of Fort Worth, Tex., passed a rule, forbidding the students from becoming members of fraternities and sororities. The students appealed to the court and secured a permanent injunction against the order of the board. The latter has proceeded to appeal the case.

See How the **COMMODORE** Gives Eyesight Protection

IN THE NEW DEFENSE EDUCATIONAL WORK



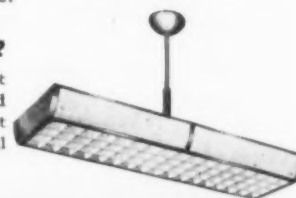
Commodores provide 30 footcandles of well diffused light for this Government Defense class at Case School of Applied Science.

● To the urgent need for better light by the night classes that are carrying out the National Defense educational program, the Wakefield Commodore offers an excellent and economical solution. For the Commodore gives 86% of the light from the bare bulb . . . more light than most indirect fixtures. And it is soft, diffused light that guards eyesight and makes seeing easier.

Maintenance costs are low, because the shade, molded of Plaskon, is easier and safer to handle and clean. Relight with Commodores, room by room, and begin to give pupils eyesight protection by day as well as by night.

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Publications of Interest to School-Business Executives

Functional Lighting in the College

By John O. Kraehenbuehl. Paper, 22 pages. Price, 15 cents. Bulletin 348, 1941, of the National Society for the prevention of Blindness, 1790 Broadway, New York, N. Y.

It is estimated that about 31 per cent of the youth group of college age suffer from nearsightedness. The condition is attributed to long hours spent in the classroom, night hours of study, and abnormal eye comfort conditions.

Dr. Kraehenbuehl discusses the problem of lighting in college as related to the eye health of students. A section of the report is devoted to a discussion of fluorescent lighting.

List of Inspected Electrical Equipment, May, 1941

Paper, 525 pages. Published by the National Board of Fire Underwriters, 161 Sixth Ave., New York, N. Y.

The latest revised list of inspected electrical equipment for the year 1941. Contains reprints of listing card reports on electrical equipment examined with reference to fire and accident hazards.

Statistical Report of the San Francisco Public Schools, 1939-40

Paper, 32 pages. Published by the Board of Education of San Francisco, Calif.

The San Francisco school district operates 105 public schools in the city and county of San Francisco, under the direction of a board of education of seven members.

The present report for the school year 1939-40 is a statistical report, showing the cost of operating the schools, the cost of school buildings and sites, the school tax rate, the per-capita cost on average daily attendance, the assessed wealth and tax rates, school-bonded indebtedness, interest and redemption of bonds, and the average daily attendance by years.

New Schools for Old

Paper, 40 pages. Published by F. W. Dodge Corporation, New York, N. Y.

This bulletin is a building types study, reprinted from the Architectural Record, and offers a treatise on public school building design. It includes examples of recent educational building practice in various parts of the coun-

try. The buildings are intelligent architectural interpretations of contemporary educational dicta, keyed to local tastes. They include consolidated schools, high schools, elementary schools, and nursery schools.

Chef's and Steward's Handbook for Quantity Cookery Profits

By J. O. Dahl. 16mo, cloth. Price, \$1. The Dahls, publishers, Stamford, Conn.

This is a miniature encyclopedia on quantity purchase, preparation, and serving of foods. The wide experience of the contributors in hotel and institutional cookery guarantees the work.

Treatments For Finishing Knotty Pine Paneled Walls

Paper, 4 pages. Folder No. 407, issued by the Western Pine Association, Yeon Building, Portland, Ore.

Western pine, like other woods, is dependent upon good craftsmanship, with skill and artistry, for final fabrication and decoration. Pine lends itself to beautiful paneling, and can be given a good protective finish.

The pamphlet gives general facts about colors and treatments and offers valuable suggestions for the carpentry work. Ready-mixed stains and other finishes manufactured especially for knotty pine can be used by an inexperienced person and will insure satisfactory results.

Annual Financial Statement of the Board of Education of Toronto, Canada, for 1940

Paper, 40 pages. Prepared by A. Hodgins, chief accountant and statistician. Published by the board of education at Toronto, Canada.

The report on the financial operations of the schools is divided into four sections and deals with revenues and expenditures, unit costs, sundry general statistics, and balance sheets. Each of the sections is accompanied with graphs and explanatory notes to assist the school officials in dealing with future financial problems.

Asphalt Prepared Rolling Roofings and Shingles

Paper, 34 pages. Price, 15 cents. National Bureau of Standards, Washington, D. C.

A description of the standard specifications of these building materials.

Financing of Schools As a Function of State Departments of Education

By Timon Covert. Paper, 34 pages. Price, 10 cents. Bulletin No. 6, 1940. Published by U. S. Office of Education, Washington, D. C.

Because of the individual authority of each state for its own educational program, practices and policies have differed widely among the states in many respects. In this monograph, the Office of Education has attempted to point out those common elements, to analyze the differ-

ences, and to present the significant factors in the state educational structure. The study analyzes the responsibilities of state departments of education in detail and traces the functions of state governments relating to public school finance.

NEWS OF OFFICIALS

● DOUGLAS R. WELCH has been elected president of the school board at Ionia, Mich. J. CLYDE SPENCER has been named secretary.

● The school board at Big Rapids, Mich., has elected OSCAR BLAKE as president for the next year.

● DR. WILLIAM A. MCGILL has been elected president of the school board at Wauwatosa, Wis.

● EDMUND DENNING, of New Marion, Ind., has been elected superintendent of schools at Jasper.

● G. WALLACE STOUT has been elected superintendent of schools at Silver City, N. Mex. He succeeds the late John F. Cummins.

● The school board of Beloit, Wis., has reorganized with the election of DR. L. R. FINNEGAN as president; OSCAR LARSON as vice-president; and J. F. CAMERON as secretary-business manager.

● DR. F. G. JOHNSON has been re-elected treasurer of the school board at Iron River, Wis.

● R. F. SCHILLER has been elected president of the school board at Sun Prairie, Wis.

● The school board at Salem, Ind., has elected DR. IRVIN E. HUCKLEBERRY as president.

● The school board of the Fordson school district, at Dearborn, Mich., has reorganized with the election of JOHN E. ALEXANDER as president; WALTER IAMS as vice-president; NORMAN F. EDWARDS as secretary; and HOMER C. BEADLE as treasurer.

● The school board at Kittredge, Colo., has reorganized with the election of J. C. THOMAS as president.

● JOHN H. WEBSTER has been elected president of the school board at Detroit, Mich. FRANK A. GORMAN was named vice-president.

● JOHN F. WESTPHAL has been elected president of the board at Milwaukee, Wis.

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● H. L. WILSON, of Pardeeville, Wis., has been elected superintendent of schools at Lansing, Iowa.

● C. W. LUBBERS has been elected superintendent of schools at Plainwell, Mich.

● M. LEROY GREENFIELD has assumed his duties as superintendent of schools at Belchertown, Mass.

Library FURNITURE



Since the year 1919, "THE STANDARD LINE" has been a recognized trade mark for high quality wood furniture. These years of manufacturing experience have developed the knowledge and technical training necessary to produce substantial and well designed library equipment. The manufacture of special library furniture from architects' drawings and specifications is a feature available when required. The services of our Planning Department are at the disposal of Librarians, School Superintendents, Architects and others in this line of work, to assist in providing an efficiently designed library arrangement



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Siler City, N.C.



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Beauty**

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chair

Best of Oak construction

The "Brunswick" Portable Chair

Strongest and most durable on the market. All back rails of continuous construction with deep curves for comfort. Will stand alone when folded flat. No glue-joints in assembly. All vital junctions in assembly held by rivets and screws. Noiseless folding slatted seats rigidly held in steel housing. Constructed of oak, with standard light brown lacquer finish, metal-standards olive-green japan, baked on. Made in singles and in sections of 2's, 3's and 4's.

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And this is not all. A high quality broadcast receiver enables you to connect all listening stations in your school with whatever educational radio broadcast you wish to include in your extra curricular schedule. Finger-tip control permits "fading out" all unwanted portions of a program. Tone and performance of the Holtzer-Cabot Sound Unit are incomparable.

The phonograph, mounted on the control panel will, with high fidelity, transmit the music of Bach, the symphonic genius of Stokowski, the voice of Pons, at your wish.

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New Books

Senior Practical Mathematics

By N. J. Lennes. Cloth, 598 pages, \$1.80. The Macmillan Company, New York, N. Y.

This textbook for the last years of high school departs from ordinary courses in mathematics. Its purpose is to familiarize the student with the practical mathematics which the ordinary adult needs for personal and civic life. It deals with such problems as retail buying and selling, family budgets, insurance, the cost of operating a car, taxes, and business organizations.

Such a course in one of the last years of high school should be a definite contribution toward fitting the student to meet life situations.

Hill Doctor

By Hubert Skidmore. Illustrated by Benton Spruance. Cloth, 307 pp., \$2. Doubleday Doran, New York.

This is a career book, but here, if ever, the career is coined out of sternest life experiences. Danger, hardships, possible failure—York Allen faced them all, he knew, as he urged on his horse toward the hill-country.

But he rode sturdily forward although the very elements were against him. In his saddle bag was his Medical School diploma. And in his heart was the determination to use the knowledge and skill, gained during the three years of his medical training, to save the lives of his sick and needy hill-people. For York was a hill-country boy.

Even stronger than the typhoid epidemic with which York wrestled throughout the valley was the opposition of the hill-folk he had come to help, accustomed as they were to the fantastic remedies of Bittie Riggs, the "yarb doctor," and suspicious of the new-fangled methods and the shiny instruments of a real physician.

His success depended on the outcome of an operation on little Joey Perkins, one fearful night when York fought for the boy's life, while outside his rude office lurked a hostile band of men, goaded to hatred by the unscrupulous timber agent, Bill Skaags. Another night they nearly got him. But he was saved by the timely arrival of his grandfather and grandmother, who, in the emergency, both used their guns and thus saved their beloved grandson whom they had raised and helped to educate. Yes, it took great courage and persistence, but finally York Allen won the loyalty and respect of his people.

This is a story such as every young boy and girl of high school age will love to read and should read.—S. M. S.

Number Play

By Mae Knight Clark and Laura Cushman. Paper, 80 pages. Price, 32 cents. The Macmillan Company, New York, N. Y.

This first book of the "Self Help Number Series," provides a natural introduction to numbers by way of play and work activities.

Blue Horizon

By Mary Wolfe Thompson. Cloth, 221 pages. Price, \$2. Longmans, Green & Company, New York, N. Y.

This is the story of a young girl's wholesome experiences during two years' apprenticeship in the interior decorating business. Has excellent guidance values.

Education in the Territories and Outlying Possessions

By Charles F. Reid. Cloth, 593 pages. Price, \$3.85. Published by the Bureau of Publications, Teachers College, New York, N. Y.

This is a study of the development of public education in the territorial possessions of the United States. It is rather interesting to note that the author is critical of the attempt made to force upon the peoples of these possessions, the type of culture which we enjoy in the United States, and which is altogether foreign to the backgrounds and the present conditions of the races in our possessions.

PUBLICATIONS

Salaries Paid Teachers in 1,630 Cities in 1940-41

Paper, 6 pages. Published by the Research Division, National Education Association, Washington, D. C.

A tabulation of salaries paid elementary, junior high school, and senior high school teachers in 1631 cities of 2500 to 30,000 population.

Court Decisions on Teacher Tenure in 1940

Prepared by Myrtle Hooper Dahl, chairman of committee. Paper, 31 pages. Published by the National Education Association, Washington, D. C.

This report contains a digest of findings on teacher-tenure studies, and abstracts of teacher-tenure cases.

Know Your Community

By Bess Goodykoontz. Paper, 35 pages. Price, 10 cents. Leaflet No. 57, 1941, of the United States Office of Education, Washington, D. C.

This is the ninth in a series of pamphlets, under the general heading of "Know Your School." The pamphlet offers interesting material on the size of the community, location, history, people, industries, organization and

government, health, recreation, housing, and welfare services.

Interest Inventory for Elementary Grades

By Mitchell Dreese and Elizabeth Mooney. Price, 5 cents per copy. Published by the Center for Psychological Service, George Washington University, Washington, D. C.

This inventory test was designed to determine the general interests of a child of elementary school age. Planned for both diagnostic and guidance purposes, the inventory provides the teacher with an instrument for locating those individuals who need guidance in the development or modification of their interests. It may also be used by classroom teachers in locating those interests which are general for the group in order that schoolwork may be related to them.

Two forms are offered. Form A is designed for the intermediate grades, and Form B for oral administration in the primary grades. Form A includes 250 items, distributed among reading, movies, radio, games and toys, hobbies, things to own, school subjects, people, occupations, and activities.

Boards of Education of Connecticut

Prepared by two committees working under the direction of Alonzo G. Grace, Commissioner of Education. Paper, 47 pages. Bulletin 10, April, 1941. Issued by the State Department of Education, Hartford, Conn.

Legally and historically, education is a state function. The actual operation of the school system has been delegated to the people of the community, and is exercised by the board of education. This study, made by a group of university women, gives the findings in a study of 171 school boards, in the state of Connecticut. Studies were made of qualifications, personnel, and duties of school-board members. The most significant of the studies related to number of board members, the period of service, and the political nature of elections.

The findings indicate that Connecticut is fortunate in the personnel of its local school boards. The weakest point revealed is the political character of the school elections. This is out of harmony with the practices in other states and must be remedied by a legislative enactment.

Studying Effectively

By C. Gilbert Wrenn and Robert P. Larsen. Paper, 31 pages. Stanford University Press, Stanford University, Calif.

This booklet answers the questions: What are my study weaknesses? How can I improve my study methods? The valuable "Study-Habits Inventory," which is an essential part of the book, is available separately.

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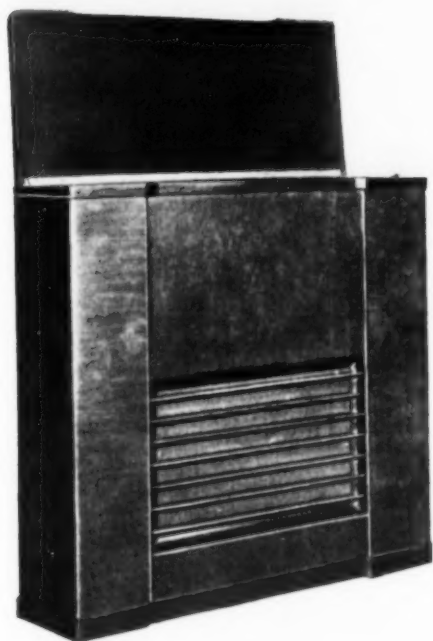
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But he rode sturdily forward although the very elements were against him. In his saddle bag was his Medical School diploma. And in his heart was the determination to use the knowledge and skill, gained during the three years of his medical training, to save the lives of his sick and needy hill-people. For York was a hill-country boy.

Even stronger than the typhoid epidemic with which York wrestled throughout the valley was the opposition of the hill-folk he had come to help, accustomed as they were to the fantastic remedies of Bittie Riggs, the "yarb doctor," and suspicious of the new-fangled methods and the shiny instruments of a real physician.

His success depended on the outcome of an operation on little Joey Perkins, one fearful night when York fought for the boy's life, while outside his rude office lurked a hostile band of men, goaded to hatred by the unscrupulous timber agent, Bill Skaags. Another night they nearly got him. But he was saved by the timely arrival of his grandfather and grandmother, who, in the emergency, both used their guns and thus saved their beloved grandson whom they had raised and helped to educate. Yes, it took great courage and persistence, but finally York Allen won the loyalty and respect of his people.

This is a story such as every young boy and girl of high school age will love to read and should read. — S. M. S.

Number Play

By Mae Knight Clark and Laura Cushman. Paper, 80 pages. Price, 32 cents. The Macmillan Company, New York, N. Y.

This first book of the "Self Help Number Series," provides a natural introduction to numbers by way of play and work activities.

Blue Horizon

By Mary Wolfe Thompson. Cloth, 221 pages. Price, \$2. Longmans, Green & Company, New York, N. Y.

This is the story of a young girl's wholesome experiences during two years' apprenticeship in the interior decorating business. Has excellent guidance values.

Education in the Territories and Outlying Possessions

By Charles F. Reid. Cloth, 593 pages. Price, \$3.85. Published by the Bureau of Publications, Teachers College, New York, N. Y.

This is a study of the development of public education in the territorial possessions of the United States. It is rather interesting to note that the author is critical of the attempt made to force upon the peoples of these possessions, the type of culture which we enjoy in the United States, and which is altogether foreign to the backgrounds and the present conditions of the races in our possessions.

PUBLICATIONS

Salaries Paid Teachers in 1,630 Cities in 1940-41

Paper, 6 pages. Published by the Research Division, National Education Association, Washington, D. C.

A tabulation of salaries paid elementary, junior high school, and senior high school teachers in 1631 cities of 2500 to 30,000 population.

Court Decisions on Teacher Tenure in 1940

Prepared by Myrtle Hooper Dahl, chairman of committee. Paper, 31 pages. Published by the National Education Association, Washington, D. C.

This report contains a digest of findings on teacher-tenure studies, and abstracts of teacher-tenure cases.

Know Your Community

By Bess Goodykoontz. Paper, 35 pages. Price, 10 cents. Leaflet No. 57, 1941, of the United States Office of Education, Washington, D. C.

This is the ninth in a series of pamphlets, under the general heading of "Know Your School." The pamphlet offers interesting material on the size of the community, location, history, people, industries, organization and

government, health, recreation, housing, and welfare services.

Interest Inventory for Elementary Grades

By Mitchell Dreese and Elizabeth Mooney. Price, 5 cents per copy. Published by the Center for Psychological Service, George Washington University, Washington, D. C.

This inventory test was designed to determine the general interests of a child of elementary school age. Planned for both diagnostic and guidance purposes, the inventory provides the teacher with an instrument for locating those individuals who need guidance in the development or modification of their interests. It may also be used by classroom teachers in locating those interests which are general for the group in order that schoolwork may be related to them.

Two forms are offered. Form A is designed for the intermediate grades, and Form B for oral administration in the primary grades. Form A includes 250 items, distributed among reading, movies, radio, games and toys, hobbies, things to own, school subjects, people, occupations, and activities.

Boards of Education of Connecticut

Prepared by two committees working under the direction of Alonzo G. Grace, Commissioner of Education. Paper, 47 pages. Bulletin 10, April, 1941. Issued by the State Department of Education, Hartford, Conn.

Legally and historically, education is a state function. The actual operation of the school system has been delegated to the people of the community, and is exercised by the board of education. This study, made by a group of university women, gives the findings in a study of 171 school boards, in the state of Connecticut. Studies were made of qualifications, personnel, and duties of school-board members. The most significant of the studies related to number of board members, the period of service, and the political nature of elections.

The findings indicate that Connecticut is fortunate in the personnel of its local school boards. The weakest point revealed is the political character of the school elections. This is out of harmony with the practices in other states and must be remedied by a legislative enactment. Studying Effectively

By C. Gilbert Wrenn and Robert F. Larsen. Paper, 31 pages. Stanford University Press, Stanford University, Calif.

This booklet answers the questions: What are my study weaknesses? How can I improve my study methods? The valuable "Study-Habits Inventory," which is an essential part of the book, is available separately.



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An Annotated Bibliography of Mental Tests and Scales
Vol. II. By Charles K. A. Wang, Ph.D. Cloth, viii-698 pages. The Catholic University Press, Peking, China.

This bibliography brings up to date the earlier work of the same author, presented two years ago. The tests here listed include composite tests and test batteries, and tests in arithmetic, English, the fine arts, modern languages, writing, health, home economics, mathematics, science, psychology and education, reading, social science, and spelling.

Making School Movies

By William G. Hart and Roy Wenger. Paper, 56 pages. Price, 50 cents. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This pamphlet discusses the making of school movies with special emphasis on the production of films on traffic safety. It explains the purpose of school movies, the Ohio State University traffic safety film project, the kinds of films needed in traffic safety education, the planning of a film, etc. A film situation encyclopedia and reviews of some school films, together with some valuable technical suggestions are also included.

Teacher Supply and Demand: A Program of Action

Report of the Committee on Teachers. Paper, 39 pages. Price, 25 cents. Published by the Research Division, National Education Association, Washington, D. C.

This report constitutes a handbook on the supply and demand in the teaching profession. It seeks to stimulate more widespread and more effective uniform study of supply-demand problems, by (1) presenting a platform of principles as a national concept of teacher education, and (2) by outlining a plan for a more concerted, effective attack upon maladjustments with respect to the supply and demand in the profession.

Working Your Way Through College

By Walter J. Greenleaf. Paper, 175 pages. Bulletin No. 110, 1941. Price, 20 cents. Published by the U. S. Office of Education, Washington, D. C.

This bulletin has been prepared to assist college authorities in solving the problem of financing a college education. It is pointed out that each student should have saved sufficient money to meet his needs for at least the first term of school. A cash reserve of \$200 to \$300 in savings will enable a freshman to pay bills at the beginning of college so that he may give his first attention to study. He can then be on the lookout for work and can exercise some choice among the jobs offered. To help reduce parental economics often necessary when a student leaves home for college, it is suggested that a program of savings

be started as early in the child's life as possible. These savings plans can take the form of U. S. Savings Bonds, postal savings, building and loan savings, and special educational insurance.

Dunlap Academic Preference Blank

By Jack W. Dunlap. Forms A and B. Price, 90 cents per package. World Book Company, Yonkers, N. Y.

Effective guidance implies trustworthy prediction of success or failure in given pursuits. The Dunlap blank for grades seven, eight, and nine is based on the premise that the several factors which determine an individual's success or failure are of great importance. In addition to giving a measure of an individual's interest and probable success in the various subject-matter areas, the blank may also be used to obtain an estimate of achievement and mental ability.

The material includes an information sheet, a manual of directions, test forms A and B, the literature key, and the class-record blank.

Salary Schedule Provisions for Classroom Teachers in 179 School Systems, 1940-41

Paper, 65 pages. Circular No. 2, March, 1941. Compiled and issued by the Research Division, National Education Association, Washington, D. C.

Fuson's Chartographic History of the United States

Published by the Daily Journal of Commerce, Portland, Ore.

A revised edition of the 1932 chart, giving the history of the United States from 1790 to 1940.

Recording Child-Welfare Services

Prepared by Bessie E. Trout and Emma O. Lundberg. Paper, 38 pages. Bureau Publication No. 269, 1941. of the Children's Bureau, U. S. Department of Labor, Washington, D. C.

State programs for child-welfare services in rural areas developed during the past few years with the aid of federal social security funds, have had as their first requirement, personnel equipped by training and experience to deal with children's problems.

The plan for a study of case recording of child-welfare services in rural areas began in April, 1938. The committee was composed of persons administering state programs for child-welfare services and all of the members who had experience in private social-service agencies. The central theme of the committee's report is that the welfare of the child depends upon the welfare of the family. The most important purpose of the case record is to serve as a guide to clear understanding of the problem and definite direction of treatment. The principles of case recording are discussed from the point of view

of services needed by children and not from the point of view of agency functions.

State Supervisory Programs for the Education of Exceptional Children

By Elise H. Martens. Paper, 92 pages. Price 25 cents. Bulletin No. 6, 1940, of the U. S. Office of Education, Washington, D. C.

An important factor in the development of education for exceptional children was the widespread use of intelligence tests during the year 1915 and succeeding years. Since that time the problem of educating the children of all the people has brought into the schools a highly diversified population, representing wide ranges and serious deviations in physical, mental, and emotional characteristics. Today, 16 states have established programs of supervisory service for the education of these children in day schools, with 12 of them on a full-time basis. These 16 states are now exploring ways and means for making their supervisory service more effective. The present bulletin has undertaken to describe the organization and supervisory functions and activities of such programs.

Education and Teaching Experience of the Instructional and Administrative Employees in the Public Schools of Pennsylvania, 1938-39

Paper, 34 pages. Bulletin 74, Circular No. 10, 1940. Prepared by the Research Service in Education, State Department of Public Instruction, Harrisburg, Pa.

The typical teacher and supervising official in the Pennsylvania schools has had 5.4 more years of professional experience in 1939 than in 1924, and has remained in service in the present position 5.0 years longer in the same period.

The factor of tenure legislation appears thus far to have had no effect on the number of years in the present position, for all records showed a consistent growth in service before and after the passage of the tenure law. It is a safe inference, according to the report, that teaching is growing more and more into a profession, and that there is a definite trend toward an educational level consistent with other standards of a profession. The income will be insufficient for some time to come to maintain a standard of living comparable to that of other professions.

Supplement to Report on Military Leaves of Absence for Teachers

Paper, 5 pages. April, 1941. Published by the Educational Research Service, National Education Association, Washington, D. C.

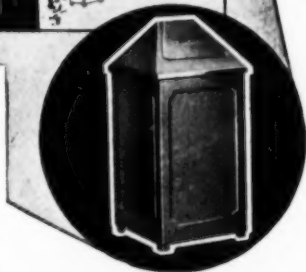
This report presents an outline of the practices in large cities with regard to military leaves of absence.



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FINDLAY'S NEW HIGH SCHOOL BUILDING

(Concluded from page 40)

The office of the superintendent of schools is composed of three rooms—the general office, the workroom, and the private office. This office also serves for the meetings of the board of education. The private office has built-in bookcases and a fireplace.

The auditorium is planned and equipped for school and community activities. The main floor dimensions are 82 by 78 ft., with a seating capacity of 944. The balcony seats 515. The stage is 26 by 60 ft., with a proscenium opening of 43 ft. The room is heated and ventilated through concealed fans and heaters located at each side of the stage. An electric organ, purchased as a gift to the board of education by the alumni association, is a valuable part of the equipment.

The main floor is covered with asphalt tile in the same colors as used in the classrooms. The wainscoting is of flexwood, banded with walnut. Above the wainscoting, the walls are painted in bands of blending shades of tan, getting lighter near the ceiling, until the dome is reached which is white ivory. The only break is the first lighting cove which is light blue. The decorative ornamental work is painted in harmonizing shades of tan, blue, and Persian rose.

The cafeteria has a double-service steam table, counter, and water cooler of stainless steel. The kitchen is well equipped with refrigerators, dishwasher, cabinets, and other nec-

essary equipment. There are sufficient tables and chairs to accommodate 300 persons. In addition to the large dining room there are one large and one small committee room.

Located in the basement are the supply rooms and receiving room for the board of education, as well as for the transformer vault.

The vocational department comprises three large rooms: the auto-mechanics shop, the machine shop, and the planning and drafting room. The equipment of machines and hand tools is complete and modern.

The corridors and stairhalls are sand-plaster, with white-glazed brick wainscots, and terrazzo floors.

The building was dedicated on February 21, 1940, with Cameron Beck, of New York City, as the speaker.

A bronze tablet bearing the inscription, "Dedicated to Our Youth the Hope of Our Country," was placed in front of the auditorium entrance.

Illinois School Boards Promote Legislation

The Illinois State Legislature has approved legislation sponsored by the Illinois School Board Association, legalizing all state, county, and regional school-board associations.

Through the assistance of the state school-board association, legislation has been enacted to provide for an educational tax rate of \$1.75, instead of \$1 for the next few years. The present maximum educational rate, under the act, can be raised at any time to \$1.80 in the dual systems.

Other legislation provides that any nonhigh school district which sends pupils to neighboring high schools shall pay a tax of \$1 by referendum. Tenure legislation, as well as a merger of edu-

cational and building rates bills are at present before the legislature.

California Liberalizes Law

The California state legislature has enacted into law a bill which makes it possible for school trustees in any size school district to send delegates to certain state-wide educational conferences, with expenses paid from school funds. The bill was prepared and sponsored by the California School Trustees Association, through the personal efforts of Mrs. Florence Porter, executive secretary of the association.

School trustees throughout the smaller districts will benefit because it gives them an opportunity to follow educational trends and to share in the acquaintance and activities of the state association.

NEWS OF OFFICIALS

● The school board at Eau Claire, Wis., has reorganized with the election of E. V. KNIGHT as president; OSCAR LOKEN as vice-president; and BERNICE SAUER as secretary.

● Miss ANNA E. LOGAN, former assistant superintendent of schools at Cincinnati, Ohio, died at her home in Oxford, on June 5. Miss Logan had been retired since 1929.

● The school board at Hillsboro, N. Dak., has re-elected THOMAS G. JOHNSON as president.

● JOHN PETER MUSCH, former president of the school board at Hamilton, Ohio, died in a hospital on June 8, after a brief illness. He became a member of the board in January, 1936, and retired in January, 1940.

● DR. BRYANT H. TREWYN has been re-elected president of the school board at Peoria, Ill. JOSEPH MALONE was named vice-president.

● The school board at East Tawas, Mich., has elected C. H. CONKLIN as president.

● WALTER J. ASH has been elected president of the school board at Sorento, Ill.

● FRANK HABICHT has been re-elected president of the school board at Buchanan, Mich.

● HUGH MARTELL has been re-elected president of the school board at Three Oaks, Mich.

● LORENZ F. LUECK has been re-elected president of the school board at Two Rivers, Wis.

● JOHN GEIST has been elected president of the school board at West Allis, Wis.

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A MULTIPLE-USE TENNIS COURT AREA

(Concluded from page 30)

rods of size and spacing as shown in detail drawings. Wall shall be plastered with cement mortar floated to true, straight, plumb, and even vertical and horizontal surfaces on both sides.

Pipe Wells: Furnish and set in concrete piers, pipe wells for removable tennis net posts, badminton, and volleyball posts. Eight pipe wells are required. Pipe wells shall be of 2½-in. hot-dip galvanized iron pipe 3 ft. long and have 2½ in. by 7-in. ferrosteeel screw flange at top end, counterbored ¾ in. deep and 4 in. in diameter for cast iron plug cover and shall have ½ in. by 5-in. pin at bottom end of pipe. Each pipe well shall be provided with a hot-dip galvanized cast iron plug cover to fit in counterbore of flange as detailed.

Tennis Net Posts: Two tennis net posts shall be furnished of 2½-in. outside diameter galvanized iron pipe 6 ft. long and have ¾ in. by 4-in. diameter collar welded to pipe 2 ft. 11 in. up from bottom end. One eye 1½ in. above collar, material ½-in. round rod iron 1¼ in. in diameter with a ¾-in. eye welded to pipe. One post shall have a tennis post pulley welded to plate and pipe. This post shall have a tennis post reel of gear and paul type, tap screwed to post; and one post shall have a 1-in. eye of ½-in. round rod welded to plate and pipe. All shall be as indicated on scale detail.

Badminton and Volleyball Posts: Badminton posts shall be of 2½-in. outside diameter, galvanized iron pipe 8 ft. 1½ in. long and have 3-in. diameter by ¾-in. collar welded to pipe and have 4 eye rings of ½-in. round rod iron 1¼ in. diameter by ¾-in. eye welded to pipe. The volleyball post shall be 2½ in. outside diameter by 11 ft. ½ in. constructed with collar, eye rings, and cap plate as shown on scale detail.

Basketball Backstops: Furnish and erect six,

all-steel basketball backstops of the new fan-shape style—three on each side of court located where directed on blueprint. Backstop shall be supported by ½ in. by 2½-in. wrought-iron arms and 2½ in. by 2½ in. by ¾-in. angle brace clamped and bolted to posts and top rail of fence.

Tennis Net Anchor: In center of concrete slab of court furnish and set one galvanized eye-bolt with ¾-in. eye of ½-in. round iron 9 in. long, with square nut, steel plate, and washer as indicated in detail drawings.

Tennis Court Fence: Furnish and erect tennis court enclosure of chain-link fencing and wrought-iron pipe posts and rails.

Fabric: Wire fabric shall be chain-link galvanized by hot-dip process "after" weaving, No. 11 gauge copper-steel wire woven in a 1¼-in. mesh. Top and bottom selvages of fabric shall have knuckle finish. Fabric of fence shall be 12 ft. high in one width.

Posts: Fence posts shall be hot-dip galvanized; line posts 2½ in. O.D., 3.65 lb., per ft., terminal posts (end, corner, and gate posts) 3 in. O.D., 5.79 lb., per ft., and shall be set in concrete piers 36 in. deep, and grouted in place plumb and straight with Portland cement grout. Line posts marked "A" on plan at ends of court shall be 2½ in. O.D. and have seven ½-in. diameter wrought-iron rings forming ¾-in. eyes welded to post as shown on detail sheet No. 3. Posts shall be fitted with hot-dip galvanized heavy ornamental post tops of malleable iron. The six fence posts holding the basketball backstops shall be 4½ in. O.D., 9.1 lb., per ft.

Top Rails: Top rails shall be hot-dip galvanized copper steel 1½ in. O.D., 2.27 lb., per ft., and provided with expansion rail couplings, top rail passing through post tops forming a continuous brace from end to end of each section of fence. Top rail shall be securely fastened to end and corner gate posts by means of suitable malleable or pressed steel clamps.

Braces: Ends, gate and corner posts shall be braced by means of 1½ in. O.D., 2.27 lb., per ft.,

hot-dip galvanized steel pipe, midway between top rail and ground, extending to first line post, and securely fastened to posts by means of malleable iron or pressed steel connections. Truss from this brace on line post back to end gate or corner post with ¾-in. hot-dip galvanized round steel rod.

Fabric Bands: Fasten the fabric to the court side of the line posts and top rails with hot-dip galvanized No. 10 wire of aluminum fabric band and clip, spaced about 12 in. on centers. The ends of the fabric bands and clips shall be fastened on the outside face of the posts.

Bottom and intermediate tension wires shall be of No. 7 coil-spring hot-dip galvanized wire, placed between posts and fabric and tied to the fabric at 18-in. intervals.

Gates: Gates shall be of 1½ in. O.D. hot-dip galvanized steel pipe 2.27 lb., per ft. Fabric shall be same as used for fence. Gate shall be set in to fence line with 7-ft. overhead clearance. Fittings throughout shall be heavy malleable iron. Gate shall be well braced and trussed and equipped with a fork latch assembled on the frame of gate. This latch is to swing from side to side in opening and closing the gate, and be equipped with a padlock device.

Fittings: All posts to be complete with fittings for attaching chain-link fabric and to be hot-dip galvanized except for aluminum tie wires and fabric bands.

PERSONAL NEWS OF SUPERINTENDENTS

• JOHN M. HARRIS has been elected superintendent of schools at Warren, R. I.

• Four important changes in the administrative setup of the schools of Cincinnati, Ohio, have been effected. JAMES D. STOVER has been appointed assistant superintendent in charge of administration; DR. GEORGE H. REAVIS, who has served as director of curriculums, will have the title of assistant superintendent in charge of instruction; CHARLES L. OTTERMANN will be principal of Hughes High School; and ARVEY E. DILLERT will be director of elementary schools.

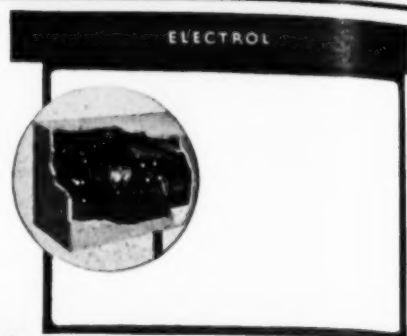
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THE PLACE OF EXACT KNOWLEDGE AND FACTS IN EDUCATION

(Concluded from page 14)

ing, discussions, and conversations demand facts. It is indeed pathetic to listen to the worthless drivel in many conversations. Frequently such conversations are nothing at all other than a rehearsal of the commonplace and frequently neighborhood gossip. Too seldom do we find that conversationists engage in an intelligent discussion of the more weighty problems of life, and when they do the tendency very frequently is merely to express biases, prejudices, preconceived notions, and then probably show decided mental disturbance if someone dares challenge one of the statements made. Thinking in such conversation is usually conspicuous by its absence, and what is passed for thinking is usually nothing more nor less than rearrangement of one's prejudices.

A Broad-Range Vocabulary Helps

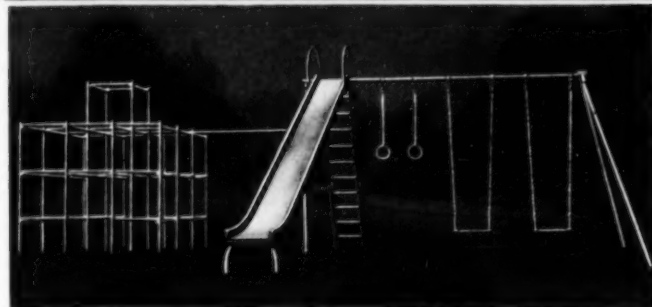
It is still more pathetic to listen to discussions of world affairs, of politics, of economics, and of literature, and find that there are no facts back of it. Besides the statement of prejudice, bias, preconceived notions, and attempts at various types of rationalization, one tends to find a lot of wishful thinking. In brief, it is not at all uncommon to find that an individual stoutly maintains that something is as he

says because he merely wishes that it were thus and so.

Discussion under lack of knowledge is a deceitful and hypocritical procedure. It tends to produce vague, loose, inaccurate, and meaningless expression. It tends to crystallize habits of shabby and loose thinking. Loose thinking engenders carelessness in the use of the vocabulary, and a weak and careless use of vocabulary promotes loose expression and thought. Both a wide knowledge of facts and a broad-range vocabulary are necessary for clear thinking. Knowledge acquired under the proper training and a wide and discriminating vocabulary are mutually supplementary and complementary to each other. A large, meaningful vocabulary tends to promote accurate expression and accurate thinking, and attempts at accurate thinking tend to set up a search for the exact words or combination of words to express shades of meaning.

Let us then insist on mastery, but avoid the mere memorization of facts without meaning. This is really what most people mean to condemn when they are condemning the idea of insisting on exact knowledge in an educational procedure. Let us guard against talking as if we glorified the ignorance of exact knowledge of facts. Let us demand the learning of knowledge and persist in the testing for the mastery of worth-while items of information. Let us guard against talking loosely, and thus cause the immature and unwary teacher

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to believe that he is an outmoded old fogey, if he insists on learners knowing many things in a very definite way.

SUPERVISION IN THE CHICAGO HIGH SCHOOLS

(Continued from page 22)

and the reading level for each member of these two classes. (2) He tabulated the number of semesters of the various subjects of study taken by the graduates of each class, distributed in quartiles as determined by the rank in class. (3) He then translated these data into percentages of work taken in each subject area. The comparisons of the classes were on the basis of percentages.

This study should answer such questions as: Is the new curriculum plan "killing off" the languages and mathematics? Do the children interested in commerce take less work in these fields? Are the subjects that the students take under the new plan much different from the subjects which they took under the old plan? How do the subject choices of Chicago students compare with the subject choices of students in other parts of the country as reported in the National Survey of Secondary Education completed several years ago?

Safety. Mr. John W. Beckerman, the safety co-ordinator in the Lake View High School, sponsors a "safety council," an organization which meets every Tuesday in the new "social room." He submitted to me the following plan for his work this year. Many of the items in the outline have already received attention.

I. Organization

- A. Commission organized according to suggestions in Superintendent's Bulletin
- B. Meetings held on Tuesdays in Social Room

II. Activities

- A. Participation in Traditions Assembly

(Concluded on page 69)



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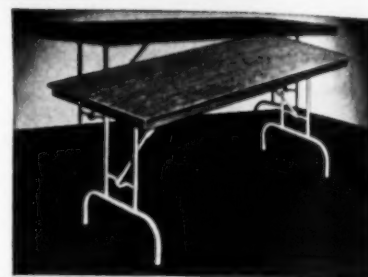


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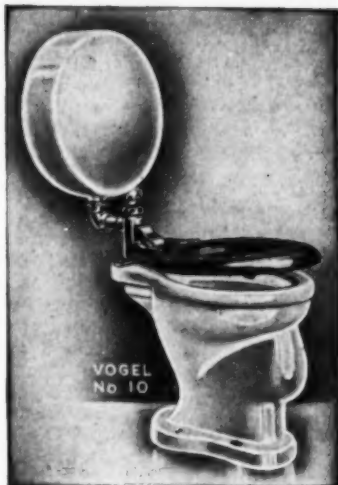
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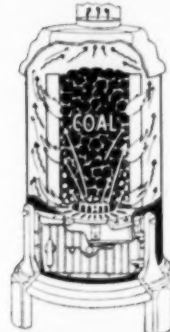
and nicked brass hardware, enameled drum shaped pressure tank. Vogel No. 10-A, same specifications as No. 10 except for concealed pressure tank.

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LOCKE WARM MORNING
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(Concluded from page 67)

- B. Assistance in parking problems
- C. Renewal of safety posters in corridors
- D. Presentation of safety film, "Safety in the Home," in grade-group Monday assemblies

III. Plans for the Year

- A. Statistics survey of accidents in the community through cooperation with police stations
- B. Fire-Prevention Assembly
 - 1. Cooperation with Fire Department
 - 2. Student plays illustrating careless procedures
- C. Campaigns for improvements in the community
- D. Displays for Parent's Reception Night
- E. Library displays
- F. Colorful posters for the corridors
- G. Safety films for school clubs and assemblies
- H. Speakers for clubs and student groups
 - I. Cooperation with English department for theme material
 - J. Stress upon safety in laboratories and classrooms

English. The Lake View High School has honor classes at each semester level in the English department. These classes have been running for many years; hence the committee charged with revising the curriculum in English will be able to get much help from the Lake View High School on the problem of providing an appropriate curriculum in English for superior students.

Miss Hope Leech is now the chairman of the English department in the Lake View. Mr. Winter has given her the job of studying carefully the personnel of all honors classes in the English department. She spends a personnel period each day studying the data in the cumulative folders of these students. When she discovers students who have especially promising traits and

records, she calls in these students for personal conferences with a view to advising them concerning curriculum choice and life plans. Furthermore, Miss Leech goes through the records of all Lake View students with a view to locating students of high I.Q., who should be making much better scholastic records than they do make. She then calls these students in for a conference, and tries to stimulate them to improve their scholastic records. As they improve under her guidance, she enrolls them in the honors classes.

I visited Miss Leech's English 7 honors class during the third period. Unquestionably these students are very capable, and Miss Leech was holding them to very high standards of work. They were reading and discussing the works of Milton, Bacon, Addison, Steele, and other such writers, and seemed to be enjoying greatly these difficult literary works.

When Mr. Winter and I visited Miss Eva B. Dailey's English 5 class during the fifth period, she was teaching four or five topics in grammar with a view to checking particularly for violation of the principles taught when she asked the students to write compositions after the completion of these four or five topics. The class was learning to recognize prepositional phrases and to classify them according to function. After observing their work for a few minutes, I addressed the following question to the class: "In what way will your ability to recognize prepositional phrases enable you to improve your speech or writing?" The students had not thought particularly of this. After they had volunteered several answers that were rather far fetched, Miss Dailey volunteered the following sentence: "For sale, a piano by a lady with a wooden leg." The students soon recognized that the prepositional phrase "with a wooden leg" was misplaced. We gave them the following directions:

1. Write a dozen prepositional phrases.
2. Include two or more of them in a sentence.
3. Recast the sentence, misplacing one prepositional phrase.

As a result of observing the ambiguity of the resulting sentences the students seemed to understand more clearly the purpose for which they were studying prepositional phrases. I turned over to Miss Kincheloe, the secretary of the committee charged with reorganizing the communication section of the course of study in English, a number of the sentences. They should prove helpful to the committee in view of the fact that the group have adopted the following slogan: "Our students should understand the purpose of every item of grammar included in the course, and the work in grammar should be meaningful and functional."

When we visited Miss Winifred Davis' class during the eighth period, she was teaching an English 7 class. She was certainly providing for individual differences. The class was studying the essay. Each student had been allowed to choose from a wide list the essay which he wished to read. The students were making oral reports on their reading. Their reports showed that they had read carefully and with understanding.

I spent a period of 45 minutes with Miss Davis after her class was dismissed, discussing with her a number of different aspects of English. She gave me a great many very helpful suggestions, and asked a number of very challenging questions concerning the proposed new course of study.

• CECIL KATTERJOHN, of New Albany, Ind., has been elected superintendent of schools at Jasper. He succeeds Hugh Cathcart.

• GEORGE S. STOUT has been elected superintendent of schools at Wharton, Ohio.

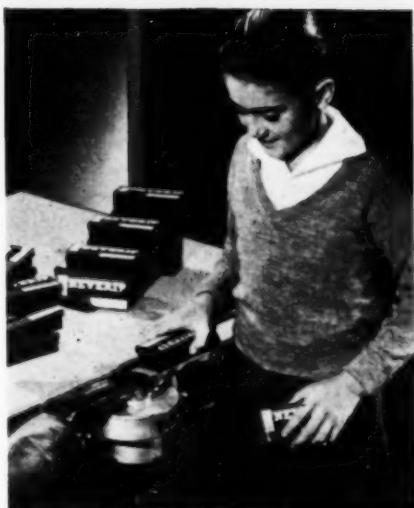
• SUPT. STEWART A. PARKER, of Clyde, Ohio, has been re-elected for another term.

• M. C. MUNSON has been elected superintendent of schools at Luverne, Minn.

• SUPT. ADRIAN LITTLE, of Huntington, Ind., has been re-elected for a third consecutive term.

• SUPT. W. H. BACON, of Westerly, R. I., has been re-elected for another year.

• SUPT. HARRY DAVIDSON, of Cannelton, Ind., has been re-elected for a new six-year term.



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THE RECEPTION OF THE SCHOOL VISITOR

(Concluded from page 26)

large group gatherings in the school is that those present be seated promptly, courteously, and comfortably. They appreciate that there are, at all these gatherings, a large number of teachers and pupils who are not actively engaged in the exercises themselves. They rather naturally assume that there is no better employment for these idle hands than in showing them the courtesies to which a guest is entitled.

They are both expectant of, and grateful for, programs showing them what to expect during the affair. They appreciate good light and the proper amount of heat and ventilation. Parents attending an American Education Week exercise where they are invited to visit various rooms, respond enthusiastically to direction guides drawn by the industrial-arts department, mimeographed by the commercial department, and distributed by the boy scouts.

The School's "Street Signs"

If the large group events themselves constitute the show window of the school, the voice and manners of the faculty members and administrator constitute the street signs. There is no better occasion for those in charge to play politics, in the better sense of the term. Here are a large number of people in a frame of mind favorable to the adoption of a happy and enthusiastic attitude. The multiplicity of detail, the errors, accidents, and interruptions that always enter into the picture, must not be allowed to mar the cordiality of tone and manner that mark the personality of those in charge. The handshake, the smile, the remembering of names, all the arts of the community leader, now have their place and purpose.

This does not mean grandstand attempts at self advertising. Appearances should always indicate that the children are the center of attraction, and that theirs is the important part in the program being conducted. Nevertheless, the administrator and his responsible assistants should be visible, their interest in all those in attendance, young and old, noticeable to every inquiring eye, and impatience, irascibility, or an inclination toward privacy have no part or place in the public function.

In conclusion, let it be said again that the school is a public institution. As such, the public rightfully believes it has as much right in the school as any of those paid to be there. They probably do not come as much as they should, but when they do enter the school doors, they appreciate those doors being opened for them and the welcome sign being out. When they find these evidences of hospitality they respond with open minds and happy hearts to the impression with which the wise and progressive school leader would like to supply them. When they do not find these evidences, they usually know what to do about it.

SCHOOL POLICIES AS AN AID TO PUBLIC RELATIONS

(Concluded from page 16)

6. The policy on current taxation was stated to be to tax just as low as possible, and yet to maintain the type of school the public was demanding.

7. During the worst of the depression, in five years the school had spent about \$150,000 in

tax-anticipation-warrant interest merely to keep the school operating. So disastrous had been the experience that the school had taken the leadership in forcing in back taxes through real-estate foreclosure proceedings. This process had been so successful that a very considerable surplus had been developed. It was the announced policy of the school authorities to continue to maintain the school on a strictly cash basis by holding the surplus, which was less than one third of a yearly budget, permanently in hand against unforeseen exigencies.

8. A detailed statement of teaching procedures and policies was made to indicate the conscious approach to individual needs of all pupils. About 70 per cent of the graduates went to college. Thus, there was pronounced need for college preparation. However, through a comprehensive system of guidance which brought advisers to the home of every freshman, and which covered all phases of possible assistance, not only college preparation was available, but vocational guidance, limited vocational training, and broad extracurricular facilities for privileged and underprivileged were provided.

9. Even this full statement did not cover the school's entire situation. It voiced among other matters its approved ideas for training in the duties and privileges of citizenship in specific, understandable terms. Space will not permit quotation but the significant phases of the policy, aside from indicating student government, mock conventions, mock elections, mock sessions of the senate, dramatized portrayal of the framing and adoption of the constitution and similar effective, were emphasized in a statement that the school "approaches the problem of teaching citizenship from three directions, each of which it considers essential — idealism, intelligent understanding, and actual participation."

Meet Shifting Public Interests

It is of such material, popularly and understandingly phrased, that the much-abused annual reports of the public schools should consist. This means that the annual report should be taken seriously as a prime method for imparting to parents and the public at large the meaning of the operations of the public schools of the community. If per-capita costs are too low, figures should be interpreted in terms of pupil results. If they seem to be too high, they should be elucidated in terms of the public demand. If room loads are too heavy, the annual report should translate the situation in terms the parents can understand. If the public is afraid of subversive literature in the schools, merely hiding behind some smoke screen of defensive professional literature is ineffective; the annual report, if the case is extreme, possibly should down the opposition.

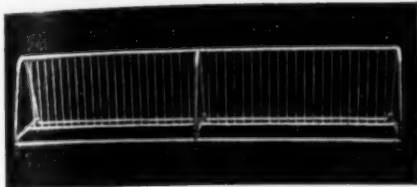
The point attempted here is missed if teachers, administrators, and school boards do not understand the public is constantly shifting, even parental interest; that there is constant and continuing need for alert public relations; that the greatest clarity and honesty bring definite understanding of educational needs; and that cooperative planning and execution through understandable school policies, even in stages of transition, are a principal end, as well as a means, in interpreting the school to the community, and the community to the school.

EDWARDSVILLE SALARY SCHEDULE

(Concluded from page 32)

begin at \$1,250, and advance at the rate of \$50 per year up to a maximum of \$1,700 at the end of nine years. Teachers in Class A, holding a master's degree, begin at \$1,300, and advance at the rate of \$50 per year up to a maximum of \$1,800 at the end of 10 years.

• JOHN BRANIGAN, superintendent of schools at Redlands, Calif., has been re-elected for a four-year term, with a substantial increase in salary. Mr. Branigan has been superintendent of the school system since July, 1937.



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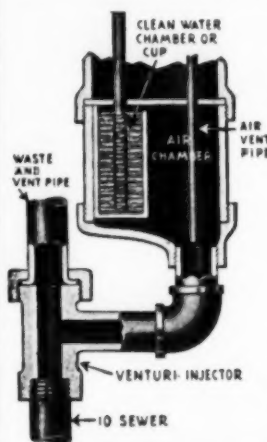
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After The Meeting

She Wouldn't Talk

When Superintendent John Stoddard first arrived in Philadelphia to assume the city superintendency, he received a complaint from a group of teachers, to the effect that their principal failed consistently to greet them in the morning and to talk to them when they met in the corridors. The teachers, who were married women, felt that the maiden lady who headed the school, objected to their presence because of the marriages. They asked for relief or transfers.

With characteristic prudence, Dr. Stoddard laid aside the letter for more immediately important business. A week later he received another letter signed by the same ladies, asking that the matter be dropped. They had resolved, they wrote, to talk to the principal and to treat her in as friendly as possible a manner. This treatment, they found, caused her to become entirely friendly.

Bringing in Politics

Dr. Paul Mort recommended at one time to a Rhode Island community that the bi-party system be eliminated in favor of nonpartisan representation of the board membership. The recommendation was objected to on the basis that, to disturb the arrangement by which three Democrats and three Republicans sat on the board, would bring politics into the schools. One or other of the parties would inevitably gain.

By Dr. Mort how controverted settled. A local board member said: "til one of the opposition gets sick, push the matter through."

A Weapon Necessary

One day a London teacher, evacuated to the West of England, was taking some seven-year-olds for reading. "You know," he writes, "how they sound their letters for the words. A wee evacuee from Camberwell was trying hard over a word. He was taking a long time, and to encourage him and quicken the pace I said: 'Have a shot at it.' Without a moment's hesitation he looked up and said, 'Please, sir, I haven't got a gun.'—Teachers' World, London.

Must Be

"Riches," said the teacher, as he was reading to his class, "take unto themselves wings and fly away. What kind of riches does the writer mean?"

Blank looks met his gaze.

"Surely someone can answer a question like that. You, Brown, what kind of riches did the writer mean?"

Brown hesitated for a moment, and then plunged. "Ostriches, sir."—Chicago News.



The Professor: "I understand, Bolger, that you cribbed at the history examination. What excuses, sir, have you to offer?"

Student: "I am afraid, sir, that a too intensive study of recent political history has undermined my moral sense."

School Buyers' News

Nelson Purchases Autovent Company

The Herman Nelson Corporation, Moline, Ill., has announced the purchase of the entire assets and business of the Autovent Fan and Blower Company, of Chicago.

The business will be operated as a separate division of the Herman Nelson Corporation. A complete line of the Autovent products will continue to be manufactured in the Autovent Division in Chicago. Included in the line are a complete range of sizes of centrifugal blowers, in both forward- and backward-curved blade designs, and a selection of propeller exhaust and ventilating fans.

Electron Microscope Film

The story of the electron microscope is told with dramatic effect in a new one-reel sound motion picture, available to schools and educational institutes.

The film, entitled "Unseen Worlds," is sponsored by the Radio Corporation of America, RCA laboratories, and the RCA Company. It is available in 16mm. and 35mm. safety prints and may be obtained at low rental charges.

Information is available from the RCA Mfg. Company, Camden, N. J.

Blackboard Resurfacing Method

Blackboard Resurfacing, Inc., 5209 Euclid Ave., Cleveland, Ohio, announces an improved and greatly extended service of the Statler resurfacing method. This method which involves the use of a precision-operated machine, completely resurfaces blackboards without the removal of the boards from the classroom wall. The operation of the machine is automatic, leaving a scratch-free, smooth, level surface, entirely free from glare, and which brings out the natural black finish of the slate. The machine is noiseless, dustless, and can be operated without disturbance to classes.

The Statler machine is provided on a service basis and involves no investment in equipment.

Lignophol Found Successful for School Floors

Lignophol, widely used wood finish and preservative manufactured by L. Sonneborn Sons, Inc., New York, N. Y., has been found to give excellent service in gymnasiums, classrooms, and auditoriums of school buildings. Lignophol is a penetrating wood preservative and finish that makes it possible to retain the natural beauty of the wood and revives its wearing qualities. It penetrates deeply and fills the cells with toughening resins and penetrating oils, which restore the resistance and resilience of the wood.

Lignophol comes in a variety of colors, suitable for various types of woods, and is also available in a number of flat finishes. Complete information is available upon request.

New 6B Audiometer

The Western Electric Company, 195 Broadway, New York City, has announced its 6B Audiometer, an apparatus which measures hearing acuity by determining the patient's ability to hear a tone of controlled intensity and pitch in a telephone receiver. The device indicates the special characteristics as well as the extent of a patient's hearing loss.

Complete information may be obtained upon request.

New Bell-Howell Films

The Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill., has announced six full-color motion pictures illustrating the national parks of the country. These 16mm. silent color movies, include The Yellowstone, Northwest Mountains, Utah, Mount Rushmore National Monument, Yosemite, and Grand Canyon national parks.

These films sell at \$60 each and may be rented at \$3 each. Complete information is available.

New Fluorescent Lighting Units

A new line of fluorescent lighting units, manufactured by Silvray Lighting Company, Long Island, N. Y., has been announced by the Graybar Electric Company, New York City.

These new lighting units, which are available in either suspension or ceiling mounting, feature special diamond-shaped reflectors paralleling the lamps. The high efficiency Polymerin surface has a reflecting factor of 85 per cent, which creates a "sheet of light" across the entire surface due to a minimum of contrast between the diamond reflectors and the lighted tubes. The special die-formed units provide for end-to-end installation in continuous rows. Egg-crate-type louvre attachments, having a surface area of 1/2 in. deep, are furnished with each unit.

Complete information is available upon request.

Theses on Micro Film

New York University has announced that it will permit candidates for the doctorate to submit their theses and final documents in microfilm form. The purpose is to conserve space in the library.

The micro films are produced at a cost of \$15 for a set of negatives and positive prints can be reproduced at a cost of one and one quarter cents per page, thus a 100-page book, with any amount of illustrative material, will cost only \$1.25 per copy, which will compare well with the cost of a book produced in a much larger size edition.

Bradley Book on Washfountains

"Bradley Washfountains and Multi-Stall Showers on the Job" is the title of a 23-page booklet, recently issued by the Bradley Washfountain Company, of Milwaukee, Wis.

The booklet consists entirely of pictures, with brief explanatory legends. It offers photographs of actual installations of washfountains in schools, institutions, and plants of all kinds.

New Ditto R-5 for Classroom Needs

The new Ditto R-5, duplicator, just placed on the market by Ditto, Inc., Chicago, Ill., produces bright copies of material quickly, without using type, stencil, or ink, and at the small cost of five cents a hundred.

The Ditto R-5 has been designed to handle the new pressures and needs of classrooms, where one group of pupils may outstrip another, and may require its own teaching and practice material. The R-5 duplicator will duplicate material on sheets measuring from 3 by 7 in. to 8 1/2 by 14 in. in one to eight colors at a time, and at the rate of 70 copies a minute.

Free literature is available by writing to Ditto, Inc., Harrison and Oakley Blvd., Chicago, Ill.

New Premier "Standard" Electric Vacuum Cleaner

The Electric Vacuum Cleaner Company, Inc., Cleveland, Ohio, has issued a four-page circular describing its Premier heavy duty vacuum cleaner. This new "Standard" cleaner, with a powerful 3 1/2 h.p. motor, picks up dust, dirt, and litter of all kinds quickly and thoroughly.

Complete information is available upon request.

Electromatic Typewriter Wins

At the ninth annual International Commercial Schools' Contest, held at Chicago, June 20, Miss Margaret Hamma, of Brooklyn, N. Y., won the world's all-time typing record. Miss Hamma wrote for one hour in competition with the fastest typists in the world at a rate of 149 net words per minute for one hour of typing. Miss Hamma operated an Electromatic All-Electric Writing Machine, which made its debut in the contest in competition with other makes of machines. Miss Helen Sayer, New York City, who typed 129 words per minute, won the title of the world's champion novice typist.

The Electromatic All-Electric Writing Machine is being manufactured by the International Business Machines Corporation, Rochester, N. Y.

BUYERS' NEWS

Offer Guide to Educational Films

Bell & Howell has issued a detailed analysis of the available American film sound library, comprising 1187 educational films. The report analyzes the age level, the subject matter, the correlation, and the quality of content of each of the films. In fact, the report is an illuminating overview of the present status of the educational films in use in American schools.

Sound films now outnumber the silent films two to one. The listing offers 784 sound films as against 403 silent films. Bell & Howell calls attention to the fact that owners of sound projectors can run all films, both sound and silent.

To date, 150 of the films listed can be purchased or loaned, generally with the application of rentals paid against the purchase price. The no-sale films are theatrical shorts released by the major theatrical film corporations.

The report will be sent free to school users who will write to the Bell & Howell Company, at 1801 Larchmont Ave., Chicago, Ill.

RCA Victor Catalogs of Educational Films

The RCA Mfg. Company, Camden, N. J., has announced two folders, which are designed to aid educators in selecting records for classroom use.

The first folder entitled, "Patriotic and Folk Music of America," lists Victor recordings of the national anthems, dances, folk songs, and patriotic music of North and South America. The second entitled "Folk Dances, Singing Games, and Old-Fashioned Dances," lists many Victor and Bluebird recordings available in these fields.

Both folders are valuable for community and civic groups and carry song suggestions for community songs, dances, contests, and other musical events.

Mr. Albert S. Howell Honored

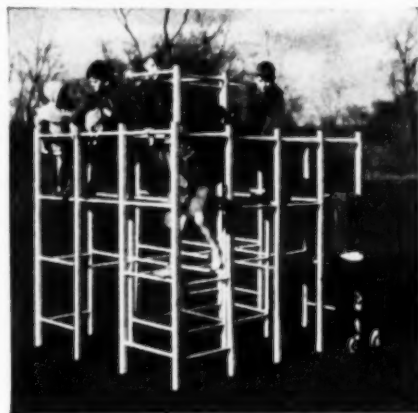
For his outstanding accomplishments in motion picture invention and research, Mr. Albert S. Howell, of the Bell & Howell Company, Chicago, Ill., was recently honored by the Society of Motion Picture Engineers, by election to a life honorary membership.

New "Jungleym" Climbing Structure

The J. E. Porter Corporation, Ottawa, Ill., has announced a new indoor model "Jungleym"

climbing structure, for use in kindergartens, day nurseries, and elementary schools.

This play apparatus, built of hardwood, is portable, and can be used indoors or outdoors.



The New Porter "Jungleym"

It is available in two sizes: a small size to accommodate 15 children, and a large size for 20 children.

The apparatus is durable, safe, and of fine appearance. Complete information is available upon request.

SCHOOL BOND SALES

During the month of June, 1941, school bonds to a total of \$3,499,000 were sold. The average interest rate was 2.07 per cent. Short-term paper and tax-anticipation notes were sold, in the amount of \$2,378,541.

SCHOOL-BUILDING CONSTRUCTION

During the month of July, 1941, Dodge reports contracts let for 324 school and college buildings, to cost \$11,357,000. The report is limited to 37 states east of the Rocky Mountains.

In 11 states west of the Rockies, 39 contracts were let for new school buildings, to cost \$1,404,750. Projects in preliminary stages were reported, in the number of 66, to cost \$2,767,200.

FINDLAY HIGH SCHOOL
FINDLAY, OHIO

Construction Details

Exterior, red brick, terra cotta.
Corridor and stair treads, terrazzo.
Toilet rooms, marble wainscot partitions, terrazzo floor.
Heating and ventilating, 2-pipe vacuum return system, unit ventilators.
Temperature control, Johnson Service.
Vacuum cleaning system, Spencer Turbine.
Program clocks, Standard Electric Time.
Radio and broadcasting system, RCA.
Electrical equipment, complete dimmer control for entire auditorium; cove lighting in auditorium and stage lighting.
Toilets, Crane Company.
Blackboards, glass.
Food serving equipment, Albert Pick Company.

FREDERICK HIGH SCHOOL
FREDERICK, MARYLAND

Construction Details

Exterior, colonial brick.
Exterior trim, Indiana limestone.
Paint, exterior, Lewis White Lead; interior, Pittsburgh Plate Glass.
Roof construction, U. S. Gypsum, Koppers built-up roof.
Corridor and stair treads, terrazzo.
Classroom floors, linoleum, Armstrong; asphalt tile in basement.
Auditorium floors, linoleum.
Gymnasium floors, maple.
Toilet rooms, terrazzo floors.
Unit heaters, Herman Nelson.
Temperature control, Johnson Service.
Program clocks, International Time Recording.
Radio, RCA.
Drinking fountains, Halsey Taylor.
Blackboards, Pyramid Slate.
Auditorium seating, Heywood Wakefield Company.
Experiment tables for chemistry, E. H. Sheldon.
Tables and cabinets, home economics, E. H. Sheldon.
Demonstration room furniture, E. H. Sheldon.
Drawing tables, E. H. Sheldon.
Machine tools, South Bend Lathe Works, Delta Manufacturing Co.

ELECT OFFICERS

The Massachusetts School Superintendents' Association, at its recent convention, elected new officers for the year 1941. These are: president, FORDYCE REYNOLDS, Gardner, Mass.; vice-president, BURR F. JONES, Plymouth; secretary, BURR J. MERRIAM, Framingham; auditor, WILLIAM R. BARRY, Northampton.

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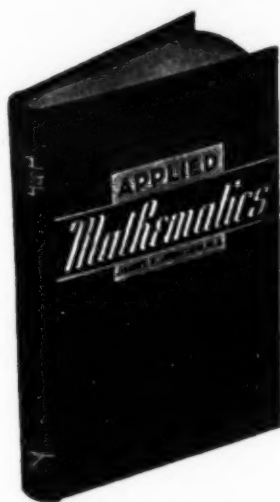
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